Programme for Education Realignment and Transformation – Saint Lucia

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Caribbean Development Bank
Concept Note
Programme for Education Realignment and Transformation – Saint Lucia
Inclusive of the Global Partnership for Education (GPE) Multiplier Grant

1. BACKGROUND

1.01 The Programme for Education Realignment and Transformation (PERT) is an estimated 30.1 million USD. This project is designed as a continuation of the just concluded Education Quality Improvement Project (EQUIP) and aims to advance the Government's transformative agenda. This project aims to continued focus on improving the infrastructural development in primary and secondary schools, TVET laboratories, and SEN schools, and to improve the equity and relevance through the development of an entrepreneurship programme, an early identification and assessment mechanism and enhancing the sector's institutional capacity to deliver SEN, TVET, psychosocial, ECD effectively. More specifically, the expected outcome is improved quality, equity, access and relevance of the education system, making it responsive to the needs of all learners and more aligned with the requirements of the 21st-century labour market. The project's main outputs are (a) SEN and TVET facilities constructed and retrofitted; (b) SEN and at-risk students support system developed; and (c) a Gender-responsive Entrepreneurship programme developed for secondary schools.

1.02 On February 22, 2022, the Government of Saint Lucia (GOSLU) formally requested assistance through a portfolio of projects for which PERT was identified. In light of competing development priorities, GOSLU's decision to prioritise this new loan financing for the education sector was incentivised by the prospect of obtaining the GPE Multiplier Grant to crowd in resources toward system transformation. This GPE Grant was critical to ensuring financial support for this project's institutional strengthening, capacity-building component and climate adaptation measures. This investment aligns with the country's selected priority reform of climate-resilient technology and infrastructural enhancement to support equitable, quality educational delivery towards acquiring 21st-century competencies, skills and learning outcomes. The purpose of the loan was to support the Government education transformation agenda, which is aligned with its 2021-2026 Medium Term Development Strategy and the Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training (MOE) – Education Sector Plan 2023-2028.

1.03 In June 2024, the GPE approved the Expression of Interest for the Multiplier Grant cofinancing for the PERT Project. This grant financing was earmarked for investment in four (4) areas that complement loan activities and contribute to the strategic goals of the sector and overall project outcomes:

(a) advance implementation of (a) Special Needs and Inclusion Policy and (b) updated Education legislation, which was both developed through the CDB loan and grant-financed Education Quality Improvement Project (EQuIP) in Saint Lucia;

(b) support climate and hazard resilience in the sector through the development of a climate and hazard risk profile for the sector, as well as supporting hazard management plans for the sector and schools and retrofitting/equipping schools to improve climate resilience;

(c) strengthen early childhood education (ECE) and student support services, particularly for the transition between cycles of basic education.

(d) enhance linkages between education and the world of work at the secondary level, with a focus on skills for lifelong learning and entrepreneurship.

This concept note presents the details of the PERT Project and the proposed use of the GPE Multiplier funding.

2. STRATEGIC CONTEXT

2.01 Saint Lucia is a small tourism-dependent economy. Including other direct and induced tourism-related activities, tourism contributes up to 56.1% of GDP and 69.8% of employment[1]. As with most tourism dependent economies, the Saint Lucia economy is trending towards pre-COVID-19 levels with three successive years of economic growth. Real GDP expanded by 2.2% 2023 and is estimated to further grow by 3.1% in 2024. Growth is predicated on the continued improvement of tourism coupled with both private and public construction activities and the concomitant spillovers into the related sectors.

2.02 The economic recovery has improved the Government's revenue collections, and in fiscal year (FY) 2023/24, total revenue was 6.1% higher than in FY2022/23. The collection improvement was largely based on a 10.2% increase in tax revenue, a reflection of heightened economic activity. Government spending increased by 21.2% when compared to FY2022/23. The hike in expenditure was due to increases in capital expenditure (38.5%), interest payments (20.6%) and public sector transfers (16.5%). The increase in expenditure outpaced revenue growth, and the overall fiscal balance moved from a surplus of 0.3% of GDP in FY2022/23 to a deficit of 2.6% of GDP in FY2023/24. The primary balance remained in surplus at 0.3% of GDP in FY2023/24 but less than the 1.0% a year earlier. Economic growth and the small primary surplus improved public sector debt dynamics. Total public debt, as a percentage of GDP, declined to 72.3% at the end of 2023, compared with 73.4% a year earlier

2.03 Extreme climate hazards increasingly threaten Saint Lucia's growing economic, social, and natural infrastructure capital. The cost of inaction for the island has been calculated to be at 25 percent of GDP by 2050, rising to 50 percent by 2100. Today, the island's economic assets include over 35 facilities, of which 80 percent are exposed to one or more of the four hazards of sea-level rise, storm surges, flash floods, or landslides.[1]

2.04 In the medium term, the Government's educational goal is to foster "lifelong learning and unlocking the full human potential for the benefit of citizens and communities." Key outcomes include improved access to early childhood education, increased support for Special Education Needs (SEN), enhanced educational infrastructure, and expanded opportunities for skills development, lifelong learning, technical competence, workforce readiness, and entrepreneurship. These goals are expected to be realised through greater participation in national development, strengthened global citizenship, and increased innovation and human capacity aligned with workforce demands.[2]

2.05 The Government's FY 2024/25 budget supports these priorities by focusing on public infrastructure, support for vulnerable populations, youth development, and private sector investment. Youth-focused investments include expanded educational opportunities and scholarships, continued support for Technical and Vocational Education and Training (TVET), an allocation of 22.5 million for major school repairs and renovations, and the construction of nine state-of-the-art early childhood classrooms.

2.06 The country has made reasonable progress in some elements of its socioeconomic context, partly evidenced by the Human Development Index (HDI), which is recorded at 0.725 and positioned at 103 out of 193 countries and territories. Notwithstanding, Saint Lucia is deemed to be a vulnerable state.[3]

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1 Saint Lucia (2020). National Infrastructure Assessment.
2 Saint Lucia (2022). Draft Medium-term Development Strategy (2021-2026)
3 Caribbean Development Bank. (2020). Country Engagement Strategy – St Lucia

3. SECTOR CONTEXT

3.01 The Government of St Lucia (GOSLU), through its vision statement, highlights as a transformation imperative "a system that embraces inclusion, agility and innovation within a learning environment that shapes the learner."[4] The country has demonstrated a strong commitment to achieving universal and equitable education by aligning its policies a with national, regional and international frameworks and is reflected in significant progress across key education indicators, as highlighted in the *Education Sector Analysis (2021)*. Notably, the country has achieved universal primary education, with a gross enrollment rate of 102.8%, and is approaching universal secondary education, with a gross enrollment rate of 90.6%. However, early childhood education remains an area for improvement, as the participation rate one year before the official primary school age stands at 78.1%, below the regional average of 85% for the period 2019-2022. In terms of the internal efficiency of the sector, dropout rates at primary and secondary remain negligible at .01% and 1%, respectively.

3.02 Beyond access, ensuring quality and relevance remains a critical challenge. Teachers' training levels vary across education levels, with 74.4% of pre-primary teachers, 85.2% of primary teachers, and 72.2% of secondary teachers being trained. While primary-level teacher training rates are relatively strong, improvements at the pre-primary and secondary levels are necessary to enhance student learning outcomes. Student performance data highlights both progress and persistent challenges. At the primary level, Caribbean Primary Exit ++ (CPEA) results in mathematics and english have shown steady improvement over the three years:

(a) **Mathematics:** 63.5% (M), 66.6% (F) in 2022| 69.4% (M), 70.2 (F) in 2023|72.7 (M), 73.4% (F) in 2024.
(b) **English:** 72.6% (M), 78.6% (F) in 2022| 75.6% (M), 78.9% (F) in 2023| 76.5% (M), 79.5% (F) in 2024.

While these figures indicate overall progress, gender disparities persist with girls consistently outperforming boys. At the secondary level, on average 26% of students at the Caribbean Secondary Education Certificate (CSEC) pass five or more subjects; results in mathematics remains a significant concern, with pass rates declining from 49.5% in 2021 to 38.8% in 2022 before recovering slightly to 42.5% in 2023. In contrast, English performance fluctuate, dipping from 77.5% in 2021 to 66.9% in 2022 before rebounding to 80% in 2023.

3.03 Despite these efforts, financial investment in education remains a critical issue. Public expenditure on education stands at 3.9% of GDP, significantly below the Caribbean average of 5.7%. This lower level of investment may impact the ability to improve infrastructure, teacher training, and student support services, all of which are essential for strengthening learning outcomes.

Issues and Challenges

3.04 **Technical and Vocational Education (TVET) is underdeveloped** in Saint Lucia, mainly because of a lack of coherence in the governance structure of TVET and a lack of adequate infrastructure and equipment; most schools do not have the necessary space, tools, and equipment for the Caribbean Vocational Qualification (CVQ) programmes and lack trained teachers to deliver competency-based education training (CBET)[5]. The country faces significant economic, social, and environmental challenges that demand a transformative approach to education. TVET is critical to advancing economic growth and driving systemic and individual change. TVET requires the necessary infrastructure and trained professionals who can deliver quality programmemes to make an economic

[5] Saint Lucia (2019-2025). National Technical and Vocational Education and Training (TVET) Policy and Strategy

impact.[6] The country's economy is highly dependent on key sectors, such as tourism, agriculture and services, which require a skilled and adaptable workforce. The current state of TVET infrastructure and programme delivery requires significant upgrades to meet modern standards and provide learners with the skills required in today's labour market. Investing in TVET facilities will ensure that training programmes are not only accessible but also relevant to the evolving demands of the economy.

3.05 **Inadequate access to quality education for students with special needs:** to ensure inclusivity for all students, particularly those with special education needs, the country must address the challenges of this subsector as outlined in the situation analysis. Presently, there is limited infrastructure and inadequate support mechanisms for students with disabilities, leading to disparities in educational outcomes. Five special schools are catering to 395 students and 75 teachers[7]. Improving the facilities and resources for SEN students will require upgrading school infrastructure to be more accessible, providing specialised learning materials, and ensuring educators are trained in inclusive practices. This approach will help close the achievement gap for students with disabilities and foster an equitable learning environment.

3.06 **Deficiencies in quality of preschool education:** Early childhood training for teachers is essential to ensure that educators are equipped with the skills and knowledge needed to foster the cognitive, emotional, and social development of young children. The early years are critical for brain development, and well-trained teachers can provide high-quality learning experiences that lay the foundation for lifelong learning and success. Several stakeholders expressed concern with the quality of ECE in the country. It was averred that teachers/caregivers in the preschool sector are the least trained of the three basic education sectors: early childhood, primary and secondary. The preponderance of untrained and under-trained staff results in practices and approaches that are not ideal for the education and development of young children. Concerns were also expressed regarding other aspects of provision at the early childhood level, such as (i) the quality of the curriculum offered by some preschool centres, (ii) inadequate provisions for health and safety, and (iii) the lack of appropriate facilities, equipment and other school resources[8].

In light of the concerns mentioned above, the Ministry of Education (MOE) is responsible for ensuring high-quality early childhood education across all institutions, both public (24 schools) and private (103 schools). The Early Childhood Services Unit (ECSU) already provides comprehensive oversight of private early childhood centres, including initial site visits, regulatory clearance (environmental health, fire safety), quality assessment (physical layout, administrative and financial systems, quality of services and programmes offered to children and families) and ongoing monitoring. The centres must meet these standards to be officially recognised by the Ministry and added to the country's list of early childhood centres.[9] Following approval, the MOE provides continuous support, guidance, and accountability to ensure and maintain high-quality early childhood care.

3.07 **Inadequate investment in the maintenance and upgrading of physical plants and infrastructure** is a major concern of the education sector. This concern is due to the country's vulnerability to the impacts of climate change, including rising sea levels, extreme weather events, and changing weather patterns. The potential climate change impact of more frequent extreme weather events, such as intense rainfall, hurricanes, high wind, sea rise and higher temperatures, is likely to be significant in the education sector, which will become unsafe for educational purposes and unstable as a public refuge and is likely to contribute to increased cases of students or teachers' illnesses and affect educational continuity.[10] As essential community institutions, schools must be resilient to these impacts to ensure uninterrupted learning and protect students and staff. International efforts such as UNESCO

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6 Mirabel, K.T., Sewagegn, A.A., & Diale, B.M. (2022). Technical Vocational Education and Training to Empower Secondary learner. *Journal of Technical Education and Training, 14(*1), 138-149.

7 Department of Education. (2024). Special Needs Education Policy and Strategy.

8 Saint Lucia. Education Sector Plan 2023-2028

9 The draft 2024 education bill and regulation under the EQUIP Project outlines the conditions for private school registration and operations in subsections 31(1) and 49(1-5).

10 Saint Lucia (2018). National Adaptation Plan (2018-2028).

also underline the need to construct climate-smart schools to provide long-term educational resilience. Physical facilities will not raise education standards; they contribute to school attendance (time in school) and achievement. Research has shown that soundly built, well-maintained, adequately furnished, and equipped buildings positively affect students' participation and achievements, as well as teacher job satisfaction and retention in the sector.[11]

By tackling these issues, Saint Lucia's education system can produce well-rounded, capable, and adaptable students who thrive in diverse environments, ultimately strengthening the nation's social and economic fabric.

4. PROJECT CONTRIBUTION TO SYSTEM TRANSFORMATION

4.01 System-wide transformative benefits in education can be derived from initiatives that align education with workforce needs, seek to reduce social inequalities/marginalisation, and can adapt to challenges, such as climate change, economic shift and social changes. To advance the Government's transformative agenda, this project (PERT) is a continuation of the Education Quality Improvement Project (EQUIP), which sought to improve the quality, equity, efficiency and effectiveness of the education sector. These efforts will contribute to advancing the government's transformation agenda through alignment with the education sector plan (2023-2028). Specifically, Programme 1: Ensure affordable and equitable access to basic education, skills for lifelong learning and tertiary education, which seek to, among other things, strengthen ECD, expand access to skills for lifelong learning and provide equitable access to quality education for students with special educational needs. Programme 3: Improve the relevance of the curricula at all levels, which seeks to expand TVET offerings at the secondary level. Programmeme 4: Skills acquisition for youth and adults through equitable expansion of certified TVET programmemes aligned with the socio-economic needs of Saint Lucia, which seeks to, among other things: improve alignment between education and training and the future labour market strengthen competency-based education and training for all TVET instructors, and increase equitable access to TVET, expand offering and certification options. Programmeme 6: Strengthen the learning environment to increase health and safety and reduce risk factors for students and staff, which seeks to, inter alia: mitigate hazards and reduce vulnerabilities, implement a preventative maintenance policy, and enhance psychological support for staff and students.

4.02 A key component of PERT is its emphasis on inclusivity, particularly through constructing a special needs school and enhancing support services through the development of an early identification and assessment mechanism for all at-risk and SEN students. Research has shown that at-risk or SEN students require ongoing assessment, such as early identification mechanisms, to progress successfully throughout a cycle[12]. Other evidence suggests that the sooner children with or at risk of development/cognitive disabilities are identified and receive timely, coordinated support and intervention, the more likely they are to experience positive outcomes.[13] Addressing these barriers through improved infrastructure and support mechanisms promotes educational equity, ensuring all students have access to quality education regardless of ability. This inclusive approach can foster social cohesion and reduce marginalisation, yielding long-term socio-economic benefits by empowering students with disabilities to become more self-reliant and integrated into the workforce.

4.03 In addition to enhancing inclusivity, infrastructural upgrades to secondary schools are expected to significantly improve the learning environment. The inadequate investment in the maintenance and upgrading of physical plants and infrastructure to meet the needs of the sector is a major concern of the Education Sector. Most of the existing school plants (71 primary schools and 22

[11] Barrett, P., Treves, A., Tigram, S., Ambasz, D., Ustinova, M. (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence. *International Development in Focus.*

[12] Maphie, E.(2024). Implementation of inclusive education in Tanzania secondary schools: placements and supports for students with disabilities, *International Journal of Inclusive Education.*

[13] Smith, F., Perera, S., & Marella, M. (2023). The journey to early identification and intervention for children with disabilities in Fiji. *International Journal of Environmental Research and Public Health, 20,*6732.

secondary schools) require work ranging from minor repairs to complete rehabilitation. Many schools have over 40 years old structures, are not in keeping with building codes and standards, are structurally unsound and are not fit for habitation and purpose. The Government has declared 2024/2025 as the year of infrastructure, where greater emphasis and resources will be placed on upgrading the standards of all public infrastructure.[14] Reports from structural and condition assessments have prioritised many of the school buildings for demolition and reconstruction. Research has shown that better physical infrastructure, such as improved lighting, ventilation, and sanitation, leads to better academic outcomes, including higher test scores and lower dropout rates. Barrett et al. (2019) posit that by improving the physical learning environment, teachers' and students' chances of attending school increase, and the work that will be undertaken will contribute to enhancing educational outcomes, contributing to the development of a more skilled and capable workforce.[15] Furthermore, modernised schools will likely attract more students and high-quality educators, creating a positive cycle of improvement within the education system.

4.04 Climate resilience is a critical focus of the Ministry of Education, particularly for an island nation like Saint. Lucia. Like many island states, the country faces key challenges in ensuring its infrastructure promotes its citizens' social and environmental well-being. The impacts of increasing coastal climate hazards, such as sea-level rise or storm surges, can put the development progress associated with these infrastructures at risk. As such, the Ministry of education will conduct hazard risk assessment in additional primary schools to augment sectoral efforts to integrate climate change adaptation measures in education. This activity will contribute to the CSESI initiative. the government of Saint Lucia has received GPE-funded technical assistance through the Climate Smart Education System Initiative (CSESI) to strengthen the sector's ability to integrate climate change adaptation and environmental sustainability while enhancing cross-sectoral coordination on climate and environment-related policies and programmes. There is strong evidence that suggests that well-constructed or retrofitted schools that are resilient to natural disasters and have access to potable water, sanitation, waste management, and good indoor environmental quality are likely to affect students' likelihood of attending class, staying healthy while there and also contribute to teachers continuing in their line of work.[16] There is evidence which highlights the urgent need for policymakers to take climate adaptation measures seriously, particularly in strengthening school infrastructure to enhance resilience.[17] Extreme weather patterns and temperatures has an effect on students learning outcomes. Which in turn causes effects of school closure on students' academic performance. These spiraling impact have been extensively studied in the literature. Students suffer serious educational setbacks when regular learning processes are disrupted, and it may even affect their future earnings. Learning can be negatively impacted by extreme weather event, to the extent that, for example, high temperature, impact student outcome/performance. Studies have shown that students in hotter classrooms did worse in standardised tests.[18] Remedial works, repairs, and retrofitting of seven schools will ensure that these facilities can withstand extreme weather events, which are becoming increasingly common due to climate change. It's difficult to achieve academic performance in a safe and healthy environment when buildings are vulnerable to the impact of climate change. As such, the design of such education facilities must take into account local climatic conditions. By protecting schools from damage, undertaking climate adaptation measures minimises disruptions to education during natural disasters, reduces long-term repair costs, and safeguards the continuity of education. This focus on climate adaptation not only

[14] Minister for Education, Sustainable Development, Innovation, Science. Technology and Vocational Training (2024). Back to School Address, https://youtu.be/FnN3NSAKvec?si=lB3ZqPY4GmzzsFMz.

[15] Barrett, P., Treves, A., Shmis, T., Ambasz, D., Ustinova, M. (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence.

[16] Barrett, P., Treves, A., Shmis, T., Ambasz, D., Ustinova, M. (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence, p17.

[17] Venegas Marin, S., Schwarz, L., Sabarwal, S. (2024). The Impact of Climate Change on Education: And what to do about it.

[18] Nusche, D., Fuster Rabella, M., & Lauterbach, S. (2024). Rethinking education in the Context of Climate Change: Leverage points for transformative change.

strengthens the resilience of the education sector but also ensures that communities can recover more swiftly from environmental shocks, preserving the long-term viability of St Lucia's education system.

4.05 Upgrading and retrofitting Technical and Vocational Education and Training (TVET) facilities to meet international standards and developing an entrepreneurship programme continues to be a strategic focus of the Ministry of Education. In terms of Entrepreneurship is important in the drive towards economic development and is essential for reducing unemployment[19]. Promoting entrepreneurship at the secondary level is a crucial strategy for fostering innovation in education. Longitudinal studies indicate that students who engage in entrepreneurship programmes during lower secondary are most likely to pursue similar initiatives in later years, reinforcing the effectiveness of early exposure to entrepreneurial learning.[20] Recent studies (Bernal-Guerrero et al.,2024; Martinez-Gregorio & Oliver, 2022)[21] highlight that entrepreneurship education at the secondary level is most effective when intentionally designed and informed by research. These studies suggest that entrepreneurial skills can be cultivated through structured education and practical experience. Further, entrepreneurship education is most effective when teachers receive specialised training to deliver it as a standalone subject and when integrated into the curriculum with dedicated time, financial resources and hands-on activities. Also, fostering business community connections further enhances student learning and engagement.[22] It is envisaged that the retrofitted facilities and entrepreneurship programmeme will remove barriers preventing students from obtaining globally recognised certifications, thus improving their employability locally and internationally. Along with aligning TVET institutions with global benchmarks, it can foster partnerships with international industries and organisations, driving innovation and providing students access to advanced technologies and training. These improvements could help develop a workforce skilled in high-demand fields such as engineering, technology, and construction, directly contributing to Saint Lucia's economic diversification. Over time, as more students gain internationally recognised certifications, their competitiveness in the global job market may drive economic mobility, reduce unemployment, and create a more adaptable workforce.

4.06 Gender inequality in Saint Lucia's Education sector will be addressed through PERT by recognising the differential needs of males and females. In Saint Lucia, male students' performance, enrolment and achievement are lower than those of females. Female students are overrepresented, in particular, in higher/tertiary education. However, subject selection is still based on gender stereotypes with female students choosing more service-oriented occupations while male students prefer technical subjects.[23] PERT incorporates gender considerations throughout the Project, for example, by applying a gender lens to the early identification mechanism for at-risk students, programmethe entrepreneurship programmeme, and communication and teacher training.

4.07 The project further addresses issues raised in the Enabling Factor Analysis for Saint Lucia's priority reform as shown in the table 1 below.

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19 Bernal-Guerrero, A., Cardenas-Gutierrez, A.R., Dominguez-Quintero, A.M., & Martin-Gutierrez, A. (2024). Entrepreneurial potential in secondary school students. An Exploratory Evaluation. *Sage Open,*1-18.

20 Elert, N., Anderson, F.W., & Wennberg, K. (2015). The impact of entrepreneurship education in high school on long-term entrepreneurial performance. *Journal of Economic Behaviour & Organisation,* 209-223.

21 Martinez-Gregorio, S., & Oliver, A. (2022). Measuring Entrepreneurship intention in Secondary Education: Validation of Entrepreneurial Intention Questionnaire. *Journal of Psychoeducational Assessment, 40(*4), 499-513.

22 Samuel, N., & Sibongile, S.M. (2024). Enhancing entrepreneurial education in South African Primary and Secondary Schools: Perspectives from Teachers in the Limpopo Province. *Entrepreneurship Education, 20* (1), 95-108.

23 Saint Lucia Population and Housing census 2022, National TVET Policy and Strategy 2019 to 2025, for example, report on gender discrepancies in education.

TABLE 1: ENABLING FACTOR ANALYSIS ISSUES AND PROJECT INTERVENTIONS

Enabling Factor	Key Issues to be Addressed[24]	Project Intervention
Data and Evidence	Unavailability of appropriate baseline data	Implementation of an Early Identification System will facilitate data collection on learners with SEND, providing baseline data on these students and those who are at risk.
	absence of timely data makes it impossible to assess the programme's effectiveness in realising desired outcomes	Augmenting the MOE's capacity to collect data from principals and teachers on the EIS, entrepreneurship programme, and other project-related indicators will contribute to timely data to assess programme effectiveness.
Gender-responsive sector planning, policy and monitoring	limited human capacity to ensure the implementation and sustainability of a robust system-wide M&E framework	Implementing the mid-term review and the engagement of a dedicated M&E specialist to support this process, as well as the systematising of project-related data and indicators, will in time contribute to improving the Ministry's capacity to implement and sustain a system-wide M&E framework.
	delays in emergency response can impede access to the learning facilities in the aftermath of a crisis	Conducting hazard risk assessment in additional primary schools will inform the design of safe and more resilient learning environment.
Sector Coordination	Lack of multi-stakeholder committee	Establishing the project steering committee will enhance stakeholder coordination and collaboration.

5. DESCRIPTION OF PROJECT COMPONENTS

5.01 This project is aligned with previous assessments and ongoing projects in the St Lucia sector. These include (a)the Education Quality Improvement Project (EQUIP) supported the development of the SEN policy and curriculum, and this project will support its implementation by focusing on the capacity building of SEN educators and officers, the development of the EIS programme and the construction and equipping of SEN facilities. The EQUIP also supported the development of a psycho-social policy; this policy will be implemented through this project by supporting training for teachers and educators. This Project will support the government's efforts to strengthen TVET by retrofitting the TVET laboratories and capacity building of TVET teachers in secondary schools. (b) This project will address issues identified in the sector's enabling factor analysis. These include *insufficient disaggregated data on students with SEN support and from vulnerable backgrounds*. Detailed data that will provide individualised profiles of students' needs from the early identification and assessment mechanism will contribute to more comprehensive and nuanced data. *Challenges of Resilient and Inclusive Infrastructure: "where many schools are not designed to accommodate students with disability, nor do they include green infrastructure*." Constructing the Secondary and SEN schools and retrofitting the TVET laboratories and Primary schools with climate-adaptable measures, as well as conducting hazard assessment in additional primary schools will address resilient and inclusive infrastructure issues. By integrating gender mainstreaming training for all teachers and education

[24] Key issues are taken directly from the 2023 Grenada Enabling Factors Analysis

officers, this project takes advantage of the opportunity to support *gender-responsive planning at all levels.* (c) aligned to the country's selected priority reform of *climate-resilient technology and infrastructural enhancement to support equitable, quality educational delivery towards the acquisition of 21st-century competencies, skills and learning outcomes*. Integrating climate adaptation measures in seven primary schools will contribute to the sector priority as outlined in the country's partnership compact. It also leverages its Climate Smart Education Systems Initiative to ensure long-term climate resilience by building knowledge, skills, and overall system capacity. The project will achieve its overall outcome by implementing the proposed project components:

5.02 **Infrastructure Works:**

(a) ***CDB Financing (USD 10.643 mn)-*** Construction of one (1) new Special Education Needs School at Vieux Fort. The construction of a classroom block to replace a dilapidated block at Soufriere Comprehensive Secondary School and the expansion and refurbishment of the staff administrative section will also be needed. Designs and remedial works, repairs and retrofitting to ensure climate resilience are undertaken in three primary schools: a) Bexon Primary, b) Camille Henry Memorial, and c) Canaries Primary. As well as equipping and retrofitting TVET facilities at a) Beanfield Secondary, b) Castries Comprehensive School, and c) any other school at the concurrence of the CDB.

(b) ***GPE Financing (USD 151,511 mn)*** will support– Designs and remedial works, repairs and retrofitting to ensure climate resilience is undertaken in the following four schools: a) Dennery Primary, b) Gordon and Walcott Memorial Methodist, c) Soufriere Primary, d) Vieux Fort Primary for which hazard assessment reports and costed action plans were developed. These schools are also designed to convert to disaster shelters, and therefore, the following adaptation measures reflect the infrastructure works to facilitate this conversion:

(i) Upgrade of storm drains for flood protection.
(ii) Installation of hurricane resistant rooftops.
(iii) Installation of hurricane resistant doors and windows.
(iv) Sewer upgrades to accommodate shelter needs.
(v) Increase in on-site water storage.
(vi) Solar-powered installations and wiring are also included as a climate mitigation measure in the seven GPE primary schools.

(c) ***Engineering and construction-related services (USD 1,167 mn CDB Financed):*** Consultancy services to review, design, and supervise the infrastructure works for all schools highlighted in the infrastructure works, including gender-sensitive infrastructure features. Hazard Assessments and a costed action plan will be implemented for primary schools to align with the CSESI process.

5.03 **Goods (GPE & CDB Financing)**: This component includes procuring furniture, equipment, and tools for newly constructed, upgraded, and rehabilitated facilities, as well as adaptive technology and assistive devices and materials for SEN, ECD and TVET, that will not perpetuate gender and other stereotypes.

5.04 **Institutional Strengthening (*USD 760,500 GPE Financing*):** This component will finance consultancy services:

(a) **Early SEN and students' at-risk identification and Assessment (EIA):** The Ministry of Education has a policy position for SEN that emphasises the need to ensure equitable access to quality education, and more specifically, to ensure equitable access to quality education for students with SEN. This involves ensuring

that all SEN students have access to educational facilities that cater to their needs, from infrastructure and assistive technology to curriculum adaptation and multidisciplinary services so that every learner can reach their full potential within mainstream and special education settings. – this **subcomponent** aims to strengthen the Ministry of Education's capacity to implement SEN services, and fits squarely into the SEN policy position that emphasises early intervention as a key strategy to ensure that students with developmental delays, learning difficulties, or disabilities are recognised and supported as early as possible by establishing an early identification and assessment system for students with SEN and those at risk. It will involve procuring services to develop and adopt culturally relevant, valid and reliable assessment instruments. This activity was informed by regional and national frameworks such as the 2023 OECS Special Education Needs (SEN) of Assessment report, the 2024 Model Special Education Needs and Inclusive Education Policy and Strategy for the Caribbean, as well as Saint Lucia's 2024 Special Needs Education Policy and Strategy and addresses the barriers highlighted in the regional and national work on SEND. As a new initiative, the EIA system will be developed through a consultancy that will design, pilot and implement an early identification system, review existing cognitive diagnostic tools, and create new ones where necessary. The mechanism will enable educators to assess and identify students with cognitive, challenges and those who are generally at risk of dropping out of school at the earliest possible stage. It will also provide a pathway for tailored interventions. The master's degree programs outlined in the capacity building component are one way the country seeks to address the acute shortage of human resources in these key areas, which are essential for diagnosing and supporting students with diverse learning and developmental needs. The intention is to have a core cadre of professionals from within the Ministry's SEN Unit and schools' capacity augmented to support policy implementation, teacher training, and early diagnosis at scale. The assessment data will be integrated into a unified database under the World Bank-funded Caribbean Digital Transformation Programme, improving data-driven decision-making and early intervention. Once implemented, this system will ensure that learners with Special Educational Needs and Disabilities (SEND) receive timely, high-quality assessments, enabling appropriate interventions and placement within the education system. This component will be integrated into an IDB-CDB Regional Public Good collaboration on SEN, which will facilitate technical cooperation and the co-creation of tools and a policy framework for Early Identification of SEN in the Caribbean. And will enable the six participating countries to learn from each other's successes and lessons learned, thereby strengthening institutional capacities through regional workshops, peer exchange and joint pilot activities. A draft of the terms of reference for the consultancy is included in Appendix J.

(b) **Development of gender-responsive entrepreneurship programme** for secondary education. This programme is part of the Ministry of Education, Saint Lucia's system-wide effort to integrate TVET into secondary education, by ensuring that students acquire practical, competency-based skills that meet national and regional labour market needs. The retrofitting of TVET classrooms financed by CDB, the development of this program, and targeted capacity building are strategic interventions that will significantly improve the quality, relevance, and accessibility of TVET at the secondary school level. Retrofitting classrooms with Industry-standard equipment and modern infrastructure ensures that students are trained in safe, functional, and technologically relevant environments that mirror real-world workplaces. The policy also emphasises expanding Caribbean Vocational Qualification (CVQ) certification access at the secondary level, directly supporting the CARICOM Human Resource Development Strategy (HRDS), which tracks the proportion of secondary school students who attain one or more TVET subjects. Thereby promoting skills portability across member states through standardised

qualifications. By embedding CVQ Level 1 programs in secondary schools, Saint Lucia enables students to graduate with a regionally recognised credentials, thereby enhancing their employability and mobility within the Caribbean Single Market and Economy (CSME). This **subcomponent** will develop an entrepreneurship programme to be piloted in selected secondary schools. This project will finance a consultancy to facilitate the development of the programme, which will utilise existing CVQ and CSEC subjects and modules, leverage existing partnerships with industry that currently facilitate apprenticeships and attachments, and integrate the cooperative programme implemented in these schools. The occupational areas identified for the entrepreneurship program were informed by the 2019-2025 National TVET Policy and Strategy, the Sector Education Strategy, 2023-2028 and the Labour Force Survey - 2024. These schools were selected based on geographic considerations, involvement in the school lunch pilot at the secondary level, participation in the Ministry of Education's subsidised transportation program, and where at least 70% of the school population is from disadvantaged households and is at risk of dropping out. Two hundred and fifty-one (251) teachers teaching TVET subjects in secondary schools and education officers will be trained to deliver, monitor, and support the implementation of these occupational areas (arts & crafts and culinary arts, clothing and textile, construction, technology in TVET and auto mechanics), initially in pilot schools and eventually as part of a system-wide structure. The pilot is expected to be implemented within the first two years of the project, and an evidence-based impact evaluation will be conducted in the third year, to support the scale-up of the program. A draft of the terms of reference can be found in Appendix I.

5.05 **Capacity Building *(USD 2,622 mn – GPE Financing)*:** This component will finance training and professional development for 75 principals, 1,006 teachers, and 199

5.06 education officers, including Guidance and counsellors in ECD, SEN, TVET, gender sensitisation and psycho-social support. Training teachers in these areas (SEN, TVET, ECD) are essential to strengthening the foundation, inclusive and relevance of the country's education system. And represent critical pillars for ensuring equity, employability, and early learning readiness, all of which are outlined in the OECS SEND Assessment and the OECS Education Sector Plan, which are central to the country's development goals and the Caribbean Human Resource Development Strategy (C-HRDS). Given the human resource constraints in small island states such as Saint Lucia, the country intends to use some the resources to provide scholarships for teachers to pursue post-graduate degrees in early childhood development (ECD), special education needs (SEN) and technical and vocational education and training (TVET) to strengthen institutional capacity, and enhance the quality and sustainability of continuous professional development and broader teacher training systems. These scholarships for training will be advertised on various platforms/websites. A scholarship committee will assess the applications for eligibility. The application elements include references or recommendations from principals and/or District Education Officers, as well as essays where applicants can explain their interest in the position and how they envision their skill set contributing to the Ministry's professional development plans, along with their financial needs and appraisal. Thirty-one (31) persons, comprising 5 officers and 26 teachers, would be exposed to master's and postgraduate degree programmes in ECD, SEN, and TVET to support the activities outlined in this programme. Implementing a Train-the-Trainer offers a sustainable, scalable, and context-sensitive solution for expanding capacity, supporting policy implementation, and ensuring lasting impact across the education system. Any teacher awarded a scholarship is bonded to the Government of Saint Lucia for a period of n+1 years where n represents the duration of the training. This bond is signed between the teacher and the Ministry of Finance.

(a) **Special Education Needs and Disability:** Addressing the acute shortage of trained

specialists for SEND is essential for the implementation and sustainability of SEND services. As such, the MOE seek to embed a core group of professionals in the system by augmenting their qualifications in these specific area (Speech and Language therapist, occupational therapist, Physical Therapist and Educational Diagnostician), to directly strengthens the country's capacity to implement a robust inclusive SEND framework and maximize the utility of the EIS. In addition, to ensure advanced SEN mainstreaming, the MOE will train 300 teachers in SEN to equip them with the knowledge and skills to understand diverse learner profiles, implement differentiated instruction, and make classroom accommodations that support inclusion. Training the 100 teachers in reading assessment will enable them to diagnose specific reading challenges, such as dyslexia, phonemic awareness or comprehension gap, early, which will help close achievement gaps and improve learning outcomes across subject areas. And the 20 teachers trained in psychometric assessment will support the education diagnostician to interpret cognitive and behavioural data more effectively, contributing to the development of accurate learner profiles and the development of IEPs at scale. Together, these areas of certification build a skilled and responsive teaching workforce to support the use of data in instruction and advance the system-wide transformation needed. The teachers identified and selected for initial training are teachers who have been assessed as having the basic qualification in a specific area that could be augmented.

(b) **Early Childhood Development:** Investing in postgraduate studies for nine teachers in Early Childhood development is a strategic move to strengthen the foundation of Saint Lucia's education system and catalyse system-wide transformation at scale. By augmenting existing human resources, the training will produce a cadre of highly skilled ECD specialists who can serve as lead practitioners/facilitators. Their advanced knowledge in pedagogy in Early Childhood Development (ECD) will enable them to elevate the quality of instruction for over 285 teachers operating in the ECD space, and to strengthen the existing ECD unit to operationalise ECD standards effectively, inform policy implementation, and scale evidence-based practices across public early learning settings.

(c) **TVET training:** Training teachers as **assessors and verifiers** for CVQ level 1 programs in secondary schools is essential for ensuring the quality, credibility and sustainability of competency-based education. Empowered assessors, drawn from the teaching force, foster a deeper integration of real-world skills into classroom practice, thereby boosting alignment with industry needs and improving students' preparedness for employment. As assessors, trained teachers can reliably evaluate students' performance against regional occupational standards, ensuring that learners acquire the practical skills and competencies required for entry-level employment. External verifiers, on the other hand, play a critical quality assurance role by independently reviewing the assessments to ensure fairness, consistency, and alignment with the Caribbean Association of National Training Agencies (CANTA's) standards. This process strengthens the integrity of the certification system. The MOE intends to train a core set of assessors and verifiers to service TVET programs in all secondary schools. Investing in the capacity of local assessors and verifiers reduces reliance on external personnel and supports the scaling up of CVQ offerings across the education system.

   a. The short course for 50 teachers across secondary education in **CBET delivery and assessment** is designed to ensure that teachers not only deliver content but also assess competencies in accordance with CANTA guidelines. This training equips teachers with the skills to develop competency-based lesson plans, conduct formative and summative assessments, utilize assessment instruments such as checklists and observational tools, and maintain student portfolios for verification and certification.
   b. A workshop for teachers who teach **clothing and textiles is an important part of** the country's informal and creative economy and provides relevant skills-based education that supports economic empowerment, cultural preservation, and youth employment. Skilled teachers can equip students with marketable competencies in sewing, pattern-making, design, and garment construction, thereby preparing

students for entry-level employment, further education, or self-employment.

c. **Food and Nutrition** at the secondary level as a skilled areas of focus is critical investment in educational priorities, in that it enable teachers to equip students with marketable skills that aligns with the country's key economic sectors, including tourism, hospitality, and agro-processing. This country depends significantly on tourism and culinary services, food and nutrition, when linked with the CVQ certification, provides students with foundational skills in meal planning, food preparation, hygiene, and hospitality practices. Well trained teachers can ensure that students graduate with the competencies that align with industry standards and are prepared for entry-level employment or further vocational training.
d. **Virtual Reality for TVET:** The country aims to adopt a forward-looking approach and invest in enhancing the quality, accessibility, and innovation of vocational learning. By integrating VR into TVET, it opens opportunities for curriculum modernisation and makes TVET more accessible to learners with physical and learning challenges. Teachers in Special and Primary schools in Saint Lucia use VR with children with Special Education Needs. Integrating VR at the secondary level for TVET would provide immersive, experiential learning environments that simulate real-world tasks, which are critical for skills-based training in areas such as construction, hospitality, and engineering. Teachers trained in VR can deliver high-risk or resource-intensive training, such as operating heavy machinery or performing technical repairs, in a risk-free environment, especially for schools with limited lab or workshop facilities.
e. **Auto mechanics:** The automotive repairs and maintenance sector remains a vital component of the country's economy, with ongoing demand for skilled mechanics. Training teachers in auto mechanics ensures that secondary schools can offer CVQ-aligned programs that equip students with hands-on skills in diagnostics, repair, and maintenance, prepare learners for immediate entry-level employment or apprenticeships, and contribute to the creation of small businesses and entrepreneurship in automotive services.
f. **Building and Furniture Technology:** Saint Lucia continues to experience strong demand for skilled workers in construction, carpentry, and furniture-making industries, particularly as the country invests in infrastructure, housing, tourism development, and climate-resilient buildings. Training teachers in this field enables secondary schools to deliver CVQ Level 1 programs aligned with CANTA occupational standards, produce graduates with competency-based, industry-relevant skills, and reduce reliance on imported labour in construction and artisan trades.
g. **Postgraduate training:** Supporting teacher training with postgraduate qualifications in arts and crafts, as well as culinary arts, can play a transformative role in advancing the country's continuous professional development framework. These subjects contribute directly to national goals for workforce readiness, cultural preservation, and economic diversification, particularly in the creative industries and tourism/hospitality sectors. Moreover, this level of training deepens subject-matter expertise and mastery of pedagogical best practices, the ability to design and deliver engaging, culturally responsive and industry-aligned curriculum. As well as skills in assessment, research, and reflective practice. Upon completing the program, these teachers are expected to be positioned as master trainers and subject-area leaders within their schools and across the district.
h. **Leadership and management of TVET certification:** It is necessary and critical to strengthen the governance, coordination and delivery of TVET at the secondary level. As TVET becomes increasingly central to the country's human capital development and economic diversification strategies, there is a growing need for strong instructional leaders who can effectively guide school-based TVET initiatives and ensure quality, relevance and sustainability. A certified cadre of teachers trained in TVET leadership and management will support strategic

planning and implementation of school-based TVET programs, improve oversight of competency-based education and internal quality assurance and strengthen compliance with national and regional standards. This helps ensure that TVET is not treated as a peripheral subject, but as a mainstream and professionalised pathway within secondary education.

6. PROJECT MANAGEMENT

6.01 The Ministry of Education has extensive experience implementing national and donor-funded projects and shall be responsible for implementing PERT. The Ministry's dedicated Project Coordination Unit (PCU) will execute the project's implementation. The Ministry has significantly strengthened its capacity to manage projects effectively, even as it transitions to reinstituting a new project unit after disbanding the previous one. Over the past years, the Ministry has implemented robust institutional reforms, enhancing its governance structures, accountability mechanisms, and staff competencies through targeted training and capacity-building initiatives. The leadership team has acquired extensive experience managing complex projects, ensuring transparency, and meeting deliverables within the timelines. Additionally, the Ministry has developed strong internal monitoring and evaluation systems to ensure continuous oversight and learning throughout project cycles. The newly established project unit will benefit from these enhanced capacities, positioning it to deliver the project results with efficiency and accountability supported by a solid foundation of institutional knowledge. This arrangement is acceptable to the CDB.

6.02 MOE will be the project's implementing agency, with a dedicated PCU executing the project. The reconstituted PCU will be under the leadership of a (i) Project Coordinator (PC), who plays a pivotal role in monitoring the implementation of all project components. The PC is responsible for informing the Project Steering Committee and CDB of any events that could potentially hinder the project's progress. The PC will be supported by a team including a (ii) Project Officer–Education (POE), (iii) a Project Officer – Infrastructure (POI), (iv) a Project Officer – Procurement (POP), (v) a Project Accountant, an Accounts Clerk, (vi) a Monitoring and Evaluation Officer(M&E), (vii) a Communications Officer, (viii) an Administrative Assistant, and a (ix) Driver/Office Assistant. It is a condition precedent to the first disbursement of the loan that all officers, but not limited to those already listed above, are assigned to these positions before the commencement of the Project. The qualifications and experience of the PC, the POE, POI, POP, and M&E Officer must be acceptable to CDB, and the qualifications and experience of any officers subsequently assigned to these positions shall also be acceptable to CDB. The PC, POE, POI, and POP duties are outlined below. CDB staff have reviewed these staffing arrangements and are satisfied that the PCU will have the requisite capacity to manage the Project.

7. RESULTS MONITORING AND EVALUATION ARRANGEMENT

7.01 The Ministry of Education would be responsible for the M&E process of the Project, supported by the M&E Officer within the PCU. The Project Coordinator would send quarterly and annual reports to the Bank, including on progress towards targets described in the Results Framework prepared by the M&E Officer. The Monitoring and Evaluation capacity would be strengthened through training as necessary. The M&E Officer will collect data on the activities per the results framework, including the key outcomes and intermediate indicators. And ensure that gender is relevant, and that disaggregated data is available for all results. This includes administering surveys to collect data from principals and teachers on piloting the Early Identification and Assessment mechanisms. As well as to students' and teachers' experiences with the entrepreneurial programme and capacity. The M&E Officer will support the mid-term review/evaluation of the project. Feedback received from the evaluation will be taken into consideration during project implementation.

TABLE 2 – THEORY OF CHANGE

Activities	Outputs	Intermediate Outcomes	Main Outcome	Impact
2- new SEN schools constructed with climate resilient features; sensory equipment (CDB financed); 1- Secondary School expanded and refurbished with climate resilient measures (CDB financed); 7- TVET laboratories/workshop upgraded and equipped (CDB financed) Conduct hazard risk assessment in selected primary schools	SEN classroom accessible, TVET labs retrofitted, secondary and primary schools climate-adaptable. Risk Management Plans developed	Increase access and resilience to education facilities for SEN, Primary, and Secondary students	Improved quality, equity, access and relevance of the education system, making it responsive to the needs of all learners and more aligned with the requirements of the 21st-century labour market.	A transformed education system that fosters inclusivity, resilience and skill orientation of all Saint Lucian's students, thereby contributing to economic and social development.
4- Primary schools with climate adaptation measures incorporated (GPE financed); 3- Primary schools with climate adaptation measures incorporated (CDB financed);		Stronger disaster resilience in school, ensuring a safe learning environment for all students		
Development of Early Identification System (EIS) and diagnostic tools for SEN and at-risk students.	SEN and at-risk student support system developed and implemented.	Increased access to mainstream education for SEN students. Percentage of students with special education needs enrolled in mainstream education (disaggregated by sex)		
Curriculum development focused on entrepreneurship and vocational relevance.	Gender-responsive entrepreneurship programme established in secondary schools.	Improved students' performance in TVET and core assessment. Percentage of students scoring grades 1-3 in at least one TVET subject at CSEC (disaggregated by sex) Percentage changes in passes in all subjects at the CPEA (disaggregated by sex) Enhanced teacher effectiveness in delivering inclusive, adaptive education and support services Percentage of students benefiting from support services (disaggregated by sex, type of support and level of education).		
Teacher training in SEN, TVET, gender sensitisation, assessment, ECD and psychosocial support.	Capacity building for teachers, principals, and education officers in specialised areas, such as, ECD, TVET gender sensitisation and psychosocial support.			

Assumptions:	Government maintains climate-resilient upgrades over time, ensuring sustainability; Government commitment to inclusive education maintained, with adequate resources and policy support; Teachers apply training in their day-to-day teaching-learning interaction with SEN, TVET and other students and Stakeholders actively participate in the engagement process.

7.02 As outlined in the theory of change, this project aims to *enhance the quality, equity, and relevance of the education system, ensuing it meet the needs of all learners and aligns with the demands of the 21st-century labour market*. Through a comprehensive approach, that includes hazard assessment, the project focuses on constructing, retrofitting and refurbishing of climate resilient education infrastructure equipped with sensory tools and modern laboratories. This will contribute to the *intermediate outcomes of "increase access to education for SEN, Primary and Secondary students" as well as "stronger disaster resilience in school, ensuring a safe learning environment for all students."*

7.03 By implementing an early identification system to enhance SEN support for at-risk students and addressing the lack of disaggregated data on students with SEN, the project aims to achieve the *intermediate outcome of "increased access to mainstream education for SEN students."*

7.04 By updating the curriculum to promote innovation and relevance in TVET and strengthening teachers' capacity to deliver lessons effectively, the project will contribute to *intermediate outcomes of "improved students' performance in TVET and core assessment" and "enhanced teacher effectiveness in providing inclusive, adaptive education and support."*

7.05 Collectively, these outcomes will contribute to a *"transformed education system that foster inclusivity, resilience and skill orientation of all St Lucian's students, thereby contributing to economic and social development."*

RESULT FRAMEWORK

Project Impact					
A transformed education system that fosters inclusivity, resilience and skill orientation of all Saint Lucian's students, thereby contributing to economic and social development.					
1. Outcome Results Matrix					
Results Level	**Results**	**Indicator**	**Baseline**	**Target**	**Data Sources, Reporting Mechanisms and Report Frequency**
Main Project Outcome	Improved quality, equity, access and relevance of the education system, making it responsive to the needs of all learners and more aligned with the requirements of the 21st-century labour market.				
Intermediate outcome(s)	Improved students' performance in TVET and core assessments.	1.1.1 Percentage of students scoring grades 1-3 in at least one TVET subject at CSEC (disaggregated by sex)	T-28% (2023) M- 29% (2023) F- 28% (2023)	T-60% (31/12/2028) M-60% (31/12/2028) F- 60% (31/12/2028)	Annual CSEC Results.
		1.1.2 Percentage changes in passes in all subjects at the CPEA (disaggregated by sex)	T-56.6% (2023) M-54.6% (2023) F-58.7% (2023)	20 percentage point change – 31/12/28	Annual CPEA Results
		1.1.3 Percentage of students reporting program content as relevant to real-life or future goals	NA	60% (30/09/2027)	End of course survey
	Increased access to mainstream education for SEN Students	1.1.3 Percentage of students with special education needs enrolled in mainstream education (disaggregated by sex)	NA	TBD	Annual Project Report
	Enhanced teacher effectiveness in delivering inclusive, adaptive education and support services.	1.1.4 Percentage of students benefiting from support services (disaggregated by sex, type of support and level of education).	NA	T-70% (31/12/2028) M- 70% (31/12/2028) F- 70% (31/12/2028)	Annual Project Report
		1.1.5 Percentage of teachers implementing the national ECD curriculum effectively		50%	Annual Project Report.

		1,1,6 Percentage of teachers demonstrating understanding of gender concepts, gender bias, gender-based barriers in education	NA		Gender Consultant After training Report
	Increased access and resilience to educational facilities, with a focus on SEN, and TVET.	1.1.7 Percentage of schools built/retrofitted to climate resilience standards and national building codes (disaggregated by level).	NA	60% (31/12/2028)	Annual Project Report
	Assumptions for Achieving Outcomes				
	• Government commitment to inclusive education maintained, with adequate resources and policy support. • Successful change management by MOE, and schools.				
2. Output(s) Results Matrix					
Outputs	SEN classroom accessible, TVET labs retrofitted, secondary and primary schools climate adaptable.	2.1.1 SEN School(s) constructed (#)	3 -(2023)	2- (31/12/2028)	
		2.1.2 TVET Laboratories retrofitted with modern equipment (#)	0	6 (31/12/2028)	Annual Project progress reports from PCU and supervision reports.
		2.1.3 Schools retrofitted for climate resilience (#)	NA	7 - schools (31/12/2028)	Annual Project progress reports from PCU and supervision reports.
	SEN and at-risk student support system developed and implemented.	2.1.4 Early Identification System (EIS) developed (yes/no)	No	Yes (31/12/2026)	Annual Project progress reports from PCU.
		2.1.5 SEN students assessed using the new EIS tool (#) (disaggregated by sex)	NA	400 (31/12/2026)	Annual Project progress reports from PCU.
	Gender-responsive Entrepreneurship Programme developed for Secondary schools	2.1.6 Entrepreneurship programme developed and implemented (yes/no)	NA	Yes (31/12/2027)	Annual Project progress reports from PCU.
		2.1.7 Students enrolled in the Entrepreneurship programme (#) (disaggregated by sex)	0 - 21/10/2024	400 - 31/12/2027	Annual Project progress reports from PCU.
	Capacity building for principals, teachers and Education Officers	2.1.8. Teachers trained in SEN, ECD, TVET and Psychosocial Support (#) (disaggregated by sex)	NA	1006 - (31/12/2028)	Annual Project progress reports from PCU.
		2.1.9 Principals trained in SEN, ECD, TVET and Psychosocial Support (#) (disaggregated by sex)	NA	75 - (31/12/2028)	Annual Project progress reports from PCU.
		2.1.10 Education Officers trained in SEN, ECD, TVET and Psychosocial Support (#) (disaggregated by sex)	NA	199- (31/12/2028)	Annual Project progress reports from PCU.

Assumptions for achieving outputs	
	• Teachers apply training in their day-to-day teaching-learning interaction with SEN, TVET and other students. • Climate and environmental factors remain stable during the construction and retrofitting of facilities. • Stakeholders actively participate in the engagement process.

8. PROJECT COST, PHASING AND FINANCIAL PLAN

8.01 The project is estimated to cost USD30,133,598.

8.02 The designs and cost estimates were developed by an independent consultant and reviewed by CDB staff. Estimates for the cost of Project Management services are based on current rates for these types of professional services. Physical contingencies of 10% have been applied to Engineering and Construction-related Services, Infrastructure Works, Goods and Project Management while 7% was added to Institutional Strengthening and Capacity-Building components. Price contingencies of 2% were added based on the International Monetary Fund's forecasted inflation rates for Saint Lucia. CDB staff are satisfied that these costs and related contingencies are reasonable to complete the Project components.

8.03 The Project will be financed by:

(a) A loan from CDB to GOSL (the Loan), representing 56% of total Project cost, of an amount not exceeding seventeen million, four hundred and one hundred and five thousand, one hundred and twenty seven United States dollars (USD17,105,127) from CDB's Ordinary Capital Resources (OCR) Equity and Market (E & M) to finance Engineering and Construction-related Services, Infrastructure Works, Goods, Institutional Strengthening, Capacity Building, Project Management and Contingencies.

(b) A grant of four million United States dollars (USD4,000,000) allocated from the GPE facility to finance Engineering and Construction-related Services, Infrastructure Works, Institutional Strengthening, and Capacity Building, as well as Contingencies (the GPE portion). This financing resource represents 13% of the overall project cost.

(c) Counterpart funding of twenty-five million, four hundred and twenty-three thousand, thirty-seven Eastern Caribbean dollars (XCD25,423,037) (equivalent to approximately nine million, four hundred and fifteen thousand, nine hundred and forty United States dollars (USD9,415,940) from GOSL, representing 31% of total project cost. Counterpart funding will be used to finance costs related to Project Preparation, Land Acquisition, Project Management, Contingencies and Finance Charges (Interest During Implementation (IDI) and Commitment Fees).

8.04 The OCR portion will be repayable over a period of 17 years, following a grace period of 5 years at a variable interest rate which is currently 5.6%. A commitment fee of 1.0% is payable on the undisbursed balance of the OCR portion of the Loan, commencing from the sixtieth day after the date of the Loan Agreement. The SDF portion will be repayable over 30 years, following a grace period of 5 years at a fixed interest rate of 0.75% per annum. Finance charges have not been capitalised.

8.05 The detailed project cost and financing plan is summarised in Table 3 below:

TABLE 3: SUMMARY OF PROJECT COST AND FINANCING
(USD)

	CDB					
COMPONENTS	**OCR E&M**	**SDF**	**GPE**	**TOTAL**	**COUNTERPART**	**TOTAL**
Project Preparation	-	-	-	-	124,000	124,000
Land	-	-	-	-	6,750,000	6,750,000
Engineering and Construction-related Services	1,166,792	-	-	1,166,792	-	1,166,792
Infrastructure Works	7,832,551	2,659,321	151,511	10,643,383	-	10,643,383
Goods	1,050,000	-	65,000	1,115,000	-	1,115,000
Institutional Strengthening	-	-	760,500	760,500	-	760,500
Capacity Building	808,993	-	2,622,801	3,431,794	-	3,431,794
Project Management	1,497,000	-	-	1,497,000	177,776	1,674,776
Base Cost	**12,355,336**	**2,659,321**	**3,599,812**	**18,614,469**	**7,051,776**	**25,666,245**
Physical Contingency	1,211,264	265,933	258,482	1,735,679	17,776	1,753,455
Price Contingency	538,527	74,746	141,705	754,979	9,975	764,954
Total Project Cost	**14,105,127**	**3,000,000**	**4,000,000**	**21,105,127**	**7,079,527**	**28,184,654**
IDI	-	-	-	-	2,184,279	2,184,279
Commitment Fee	-	-	-	-	152,133	152,133
Total Financing	**14,105,127**	**3,000,000**	**4,000,000**	**21,105,127**	**9,415,940**	**30,521,066**
Percentage Financing	**46%**	**10%**	**13%**	**69%**	**31%**	**100%**

9. PROJECT IMPLEMENTATION

9.01 MOE has extensive experience implementing national and donor-funded projects and shall be responsible for implementing PERT. The Ministry's dedicated project team will implement the project. The Ministry has significantly strengthened its capacity to manage projects effectively, even as it transitions to reinstituting a new project unit after disbanding the previous one. Over the past years, the Ministry has implemented robust institutional reforms, enhancing its governance structures, accountability mechanisms, and staff competencies through targeted training and capacity-building initiatives. The leadership team has acquired extensive experience managing complex projects, ensuring transparency, and meeting deliverables within the timelines. Additionally, the Ministry has developed strong internal monitoring and evaluation systems to ensure continuous oversight and learning throughout project cycles. The newly established project unit will benefit from these enhanced capacities, positioning it to deliver the project results with efficiency and accountability supported by a solid foundation of institutional knowledge. This arrangement is acceptable to CDB.

9.02 The Ministry of Education will be the project's implementing agency through a dedicated Project Coordination Unit (PCU) under the supervision of the Permanent Secretary of the Department of Education. The procurement/selection process, including the development of terms of references for officers to serve in the PCU and on the Project Steering Committee, respectively, have been agreed with the Government of St Lucia. CDB will also provide implementation support during the lifetime of the programme, 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 additional support during intense periods of procurement; and
(e) monitoring changes in risks and compliance with legal agreements, as needed.

The ISP will be reviewed annually to ensure it meets the project's implementation support needs. In addition to reviewing implementation progress, the ISP aims to provide technical support to GOSL in achieving the results. The Plan has been developed based on the project's risk profile, with a particular focus on operational risk and the traditional supervision focus areas of financial management, contract management, and procurement.

9.03 The Project will be implemented over 48-month period after Board approval. Details of the implementation, project management arrangements, and implementation schedule can be found in Appendix H.docx.

9.04 Procurement will be undertaken in accordance with CDB's Procurement Policy for Projects Financed by CDB (November 2019) and Procurement Procedures for Projects Financed by CDB (January 2021). The Procurement Plan can be viewed in Appendix .

9.05 Disbursements will be made in accordance with the Disbursement Guidelines for CDB-financed Projects (2019). The Estimated Annual Disbursement Schedule is presented in Table 4 below. The Bank projects that the first disbursement will be made by the pattern of future disbursements will be in accordance with the estimated quarterly disbursement schedule Appendix O.

TABLE 4: ESTIMATED ANNUAL DISBURSEMENT SCHEDULE

YEAR	OCR E&M	GPE	TOTAL	CUMULATIVE
2025	3,409,467	47,915	3,457,382	3,457,382
2026	9,951,056	2,536,691	12,487,747	15,945,130
2027	2,431,310	1,415,394	3,846,704	19,791,834
2028	675,776	-	675,776	20,467,610
TOTAL	**16,467,610**	**4,000,000**	**20,467,610**	**20,467,610**

10. ECONOMIC ANALYSIS

10.01 Measuring the economic impact of basic education projects through traditional Cost Benefit Analysis (CBA) poses significant challenges, given the delayed and indirect nature of returns, as many students do not enter the labour market right after completing their studies. In Saint Lucia, for example, an estimated 42% of all secondary students pursue further education or vocational training after graduation[25]. Given that some students continue their education after secondary school, a qualitative assessment is more appropriate for evaluating the Programme for Education Realignment and Transformation (PERT) in Saint Lucia, which has the potential to deliver long-term socio-economic benefits through its various initiatives, including the construction of special needs schools, upgrading educational infrastructure, enhancing technical and vocational facilities, and improving climate resilience across schools. The benefits to be derived from the project are as follows:

(a) Enhanced inclusivity that will provide equitable education for students with disabilities and SEN.
(b) Improved infrastructure that will enhance learning environment and academic outcomes, attracting students and high-quality educators.
(c) Improved long-term employability and competitiveness of students by aligning TVET facilities with international standards.
(d) Economic diversification through the development of skills in high demand sectors such technology, engineering and construction.
(e) Safeguard education continuity by limiting the impact of natural disaster through climate resilient measures.

11. ENVIRONMENT ANALYSIS

11.01 PERT is classified as Category B based on the scope of infrastructure works and the sites for the new Vieux Fort SEN, the new block on Soufriere Comprehensive and the retrofitting and remedial works at the TVET facilities and the seven primary schools which are existing structures.

11.02 The site of the new block of the Soufriere Comprehensive Secondary is on the existing school

compound and is already a brownfield site. The site of the Vieux Fort SEN school is on a cleared, flat parcel of land located in an urbanised area within Vieux Fort, and in close proximity to the Beanfield Secondary School. Currently, farmers in the community graze their livestock on the site informally.

11.03 Identified environmental and social risks were identified based on the screening done at the site visit as the only instrument available for identification and management of these risks is an environmental and Social Management Plan (ESMP) for the new block on Soufriere Comprehensive Secondary School. An ESMP is required for the Vieux Fort SEN, and the Contractor's method statement on managing environmental, health and safety risks for all the sites will be required. Based on the screening done during the site visits, there are risks of health and safety incidents, inadequate drainage, soil erosion, air quality concerns, noise and vibration, poor traffic management and improper disposal of solid, liquid and hazardous waste.

11.04 The mitigation measures specified to address the negative risks at the new block in Soufriere Comprehensive including training of workers and subcontractors, use of safety equipment and signage, appropriate scheduling of works and disposal of waste by certified and approved waste handlers.

11.05 While ESMPs have not been prepared for the TVET facilities and primary schools to be rehabilitated, detailed ESMPs and CDB's no-objection will be a condition precedent for disbursement for infrastructure works for these sites. These are to be prepared by the Consulting Engineer and is included in the ToR in Appendix H. In addition, approval by the Development Control Authority (DCA) will be required for the works to be undertaken at all the project sites. Therefore, this should also be a condition precedent.

12. CLIMATE VULNERABILITY AND RISK ASSESSMENT

12.01 Saint Lucia and the project sites are all vulnerable to the impacts of decreasing rainfall, high intensity rainfall events and intense tropical cyclones. The climate design parameters that are relevant for PERT are wind speeds (associated with tropical cyclones), precipitation levels and temperature. In addition to these climate-related hazards, the project sites also have low to moderate susceptibility to earthquakes and tsunamis.

12.02 A Climate Vulnerability Assessment (CVA) was prepared only for the Vieux Fort SEN and prototype guidelines for CVAs of school buildings and sites were used to guide the assessment of hazard exposure, impact, vulnerability, adaptive capacity and then the determination of adaptation and mitigation measures to be integrated in the design of the new schools and rehabilitation of the existing schools. In addition, the seven GPE primary schools were assessed for both climate and geophysical hazards, and adaptation measures to reduce climate vulnerability were identified and costed. These schools are also designed to convert to disaster shelters.

12.03 Climate adaptation measures included in the design of the schools are hurricane-resistant roofs and windows and increasing on-site water storage. At the primary schools, the drainage and wastewater infrastructure will be upgraded to accommodate increased runoff and capacity during shelter operations, respectively. Solar panel wiring and fixtures are also included as climate mitigation costs. Climate finance costs are as follows:

13. SOCIAL AND GENDER ANALYSIS

13.01 The project provides the direct benefits of socially inclusive and gender responsive education outcomes, improving access, quality and climate resilience of special education, technical vocational, and early childhood education learning environment. First, the project will improve access and quality to special education opportunities through the construction of a new special education school and enhanced social inclusion of persons with disabilities at primary and secondary educational institutions. The project will also provide increased access to SEN opportunities with the construction of a new special education school in the southern town of Vieux Fort. The provision of specialised training for

approximately 429 male and female teachers, school leaders, counsellors, technical officers in SEN will help strengthen the institutional, technical and human capacity for early identification, assessment and delivery of quality education. In addition, the project provides significant investments for the human capacity development of about 508 male and female teachers, administrators, supervisors and education officers for improved quality in ECD.

13.02 Second, the project addresses the critical needs of access to and improved quality of two TVET Centers and climate resilience among seven primary education infrastructure in Saint Lucia. In the short term, the project provides opportunities for the refurbishment of two significant TVET Labs in the north and south of the island. The aging, hazardous and ill-equipped labs will be renovated and aligned to the learning needs of the 21st century labour markets. Moreover, the provision of modern equipment, materials and capacity building and strengthening training opportunities for the development of the entrepreneurship programmes within the secondary education institutions will likely yield positive outcomes in the labour market and creation of employment opportunities. The integration of gender equality and child responsive principles in the governance and project management of each project component will also be essential ingredients to ensure equity to quality education.

14. KEY PROJECT RISKS

SUMMARY OF RISK ASSESSMENT AND MITIGATION MEASURES

14.01 Other relevant project risks identified are listed in the table below. The overall residual project risk can be described as moderate.

Risk Category	Risk Type	Description of Risk	Risk Rating	Mitigation Measure	Residual Risk
Construction/ completion	Force Majeure	Exposure to adverse weather can present project delays and damages.	Moderate	Programming of core infrastructural works outside of the peak of the hurricane season and the implementation of adequate time and cost contingencies within the project.	Moderate as is susceptible to the unpredictability of disasters
Macroeconomic	External shocks	External shocks can have adverse implications for inflation and price volatility which can affect project costs.	Moderate	Ensuring adequate price contingencies can help to offset this risk	Minor
Developmental	Stakeholder	Resistance from teachers or principals to adopt new SEN and TVET programme can prevent the achievement of intended developmental outcomes.	Minor	There have been initial engagements with key stakeholders including teachers, principals and education officers. Change management sessions will also be included to build buy-in.	Low

Operational	Delays in construction due to weather, or contractor's performance	Moderate	To mitigate this risk, the contractor would be asked to undertake works ahead of severe weather events, which can significantly reduce impact. The contractor's capacity to undertake the project will also be strictly assessed from the onset of the procurement process, and a time contingency will also be built.	
	Inadequate maintenance of retrofitted or newly constructed facilities.	Moderate	A mitigation strategy would be to develop a maintenance plan with clearly assigned responsibilities, train local staff on basic maintenance procedures, and ensure the government's continued commitment to financial support for school maintenance.	
Financial	The inability to complete infrastructure projects, purchase equipment, or implement training programmes due to inflation and supply chain issues	Low	The mitigation strategy will include integrating price contingencies into the budget. Encourage suppliers/contractors to frontload inventory where applicable.	

15. SUSTAINABILITY

15.01 The sustainability of this project lies in its close linkage with Government priorities as outlined in the draft Medium-Term Development Strategy 2021-2026 and the Education Sector Plan 2023-2028, alignment with other initiatives/projects and its focus on capacity building. All of the components are designed to support and advance the Government's plan to increase interventions for special needs education, enhance education infrastructure and increase opportunities for skills, technical competence, workforce readiness and entrepreneurship. The project is also designed to build capacity in critical areas, such as Special Education Needs, TVET, Entrepreneurship and Early Childhood Development. It is implemented through a government agency, thereby enhancing the institutional capacity of the sector to address the critical issues after the project closes. The project's estimated cost is 30.1 million USD over four years, including the counterpart finance, which the Government will contribute to during the project's life and absorb as recurrent costs after the project closes.

16. PROJECT BENEFICIARIES

16.01 The project's main beneficiaries would be the students of nursery, primary, and secondary schools in Saint Lucia. The direct beneficiaries of the infrastructure components are teachers, SEN, TVET, and Primary students. Through its focus on inclusivity through the development of Early Identification and Assessment (EIS), the Project is expected to benefit traditionally disadvantaged students along the dimensions of gender and disability. The direct beneficiaries of the entrepreneurship programme would be secondary students who will benefit from the entrepreneurial curriculum and their teachers. The direct beneficiaries of the capacity-building component would be teachers, principals and the Ministry of Education (MOE) officers, who will be trained to deliver SEN, ECD, TVET, and Psychosocial support. In the long term, the productive sector, employers, and the general public will benefit from the project's activities.

Participation of Beneficiaries and Stakeholders

16.02 The preparation and appraisal of this project involved consultation with a wide range of stakeholders, including representatives of ministries of Finance and education, senior school management personnel and teachers, parents, students, and community members who the project will impact. The PCU will establish regular communication channels, including consultations and feedback sessions, to ensure ongoing stakeholder and beneficiary engagement. Tailored outreach strategies will be developed to engage key community leaders, teachers, parents, and students to keep all parties informed and involved throughout the project's implementation.

17. LESSONS LEARNT

17.01 The Project considers several lessons from assessment and previous projects, including EQUIP, which included project implementation, and having an inclusive project steering committee and project coordination unit from the start is essential. The absence of an inclusive PSC has hindered some CDB projects under implementation. Implementation issues take long periods to be resolved because key technical staff of Project Coordinating Units are often excluded from the decision-making process. The establishment and operation of a PSC that includes the Project Coordinator, Project Officer (Education) and Project Officer (Infrastructure) should assist in providing on-the-spot technical opinions and advice, removing bottlenecks and enhancing implementation effectiveness. Another key lesson is recognising that activities targeted at disadvantaged groups take time and require significant integration across sub-sectors and other institutions. The proposed Project has been developed to recognise that enhancement activities targeting disadvantaged groups are time-intensive and impact an intricate network of sub-sectors and institutions interlocked horizontally and vertically. The project design uses an integrated approach to activities and collaboration among key stakeholders. Based on this approach, similar activities have been grouped and are logically sequenced. The Implementation Schedule has been developed to reflect these challenges and the capacity of the PCU.

17.02 Project and system M&E are integral to effective project implementation. The proposed Project provides continued support for the development of a culture of M&E that goes beyond compliance and accountability to a focus on learning for development and future decision-making. Shortcomings are viewed as lessons learned. The work of the PSC and Project Management team will be guided by an Implementation Support Plan, a Gender Action Plan, a Stakeholder Engagement Plan, and a Mid-Term Review. MOE also has an M&E framework to report on achieving goals under ESDP 2023-2028.

APPENDIX A

GENDER MARKER ANALYSIS

Project Cycle Stage	Criteria	Score
Analysis:	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. Socioeconomic, Sector and/or Institutional analysis considers gender risks and/or gender disparities that impact the achievement of project outcomes.	0 0.5
Design:	Project interventions/policies address existing gender disparities. Project objective/outcome includes the enhancement of gender equality or the design of gender-responsive policies or guidelines.	0.5 0.5
Implementation:	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. Terms of Reference of consultancy/project coordinating unit/project management unit includes responsibilities and resources, including budgets for gender mainstreaming.	0.5 0.5
Monitoring and Evaluation	Sex-disaggregated data included in the baselines, indicators and targets of the RMF Or Collection of sex-disaggregated data is part of the project. At least one gender-specific indicator at the outcome and/or output level in the RMF or included in tranche releases of PBLs.	0.5 0.5
Score		**3.5**
Gender Mainstreamed (GM): the project has the potential to contribute significantly to gender equality.		

Gender Action Plan

Activities	Indicators	Responsibility	Timeframe
Implementation of Consultancies to include gender activities	SEN and at-risk students' early identification and assessment mechanism developed	Project Coordinating Unit, Ministry of	Over the lifetime of the Project

Activities	Indicators	Responsibility	Timeframe
	Gender-responsive entrepreneurship programme developed and rolled out Communication strategy with gender-sensitive messaging and image change of education (e.g. TVET) developed and implemented Gender-sensitisation training of teachers, principals developed and implemented	Education, Consultants	
Monitoring and Evaluation of sex-disaggregated data and gender results	Framework for monitoring and evaluating gender results of the Project established	Project Coordinating Unit	Over the life of the Project
Implementation of Gender Safeguards during Construction	Expertise on gender and social safeguards is included in the design and construction supervision consultancy team SGBVH training / awareness raising with communities and workers continuously (quarterly) implemented and monitored SGBVH referral pathway clearly defined and integrated into the GRM Separate sanitary facilities for men and women Code of conduct enforced STI/STD/HIV/AIDS prevention measures implemented[26]	PCU Construction Supervision Consultant, Contractor	Beginning of Project Ongoing Beginning of Project Ongoing Ongoing

[26] The SGBV and STD/HIV/AIDS measures include inter alia: a) conduct Information, Education and Communication (IEC) campaigns, at least every other quarter, addressed to all the site staff and labour (including all the Contractor's employees, all Subcontractors and any other Contractor's or Employer's personnel) and to the immediate local communities, concerning the risks, dangers and impacts, and appropriate avoidance behaviours with respect to SGBV and STD/HIV-AIDS; b) provision of male

Activities	Indicators	Responsibility	Timeframe
			Ongoing
Enhancement of non-discrimination and equality in employment	Skills register for local employment (both men and women) generated Applications from women encouraged Code of Conduct enforced	PCU, Construction Supervision Consultant, Contractor	Beginning of Project Ongoing Ongoing

and/or female condoms for all Site staff and labour, as appropriate; and c) provision for STD and HIV/AIDS screening, diagnosis, counselling and referral to a dedicated national STD and HIV/AIDS programme, (unless otherwise agreed) and SGBV counselling and referral to an appropriate institution for all Site staff and labour

DETAILS ON CDB'S STRATEGIC OBJECTIVES, CORPORATE PRIORITIES, SECTOR AND THEMATIC POLICIES AND THE SDGS

1. The proposed intervention is considered a key pillar in CDB's Country Engagement Strategy (CES) 2020-2023 for the Government of Saint Lucia, approved in December 2020, with the expectation of "increasing economic growth and being socially responsive to the needs of the Saint Lucian people." Accordingly, the Project supports continuing quality adjustment and transformation of the education system, making it responsive to the needs of all learners through its focus on enabling all learners to realise their full potential within an education system that facilitates affordable, equitable and quality experiences, the Project is consistent with several strategic goals and objectives.

2. This Project is consistent with the Bank's strategic direction and operational priorities for 2022-24, anchored around the theme of building resilience as the primary avenue through which the Bank can support client countries in realising sustainable and inclusive economic growth. Specifically, the Project is consistent with CDB's strategic objective of Building Social Resilience through Transformational Education.

3. This Project is consistent with the following of CDB's corporate priorities: Improving access to quality, inclusive and equitable education, and training.

4. The Project is illustrative of CDB's Education and Training Policy and Strategy (ETPS) - 2018 strategies of providing:

(a) Ensure there are equality of opportunities targeting persons with targeting the poor, persons with SEN and other marginalised groups (EIS, Entrepreneurship programmeme and psychosocial support systems,).

(b) Gender-responsive infrastructure that responds to the needs of male and female students and teachers and ensures significant attention to the provision of resilient infrastructure (SEN and climate-adaptable facilities).

5. It is targeted at achieving the ETPS (2018) outcomes of high, inclusive education and training, and reduction of systemic inequities and inefficiencies.

6. This Project is expected to support the achievement of Sustainable Development Goals (SDG) targets relevant to the Caribbean and specific to SDG 4 (quality education), SDG 5 (gender equality), SDG 8 (promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work), SDG 9 (build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation) and SDG 10 (reduced inequalities). SDG 13 (take urgent action to combat climate change and its impact).

7. This Project is consistent with the Special Development Fund (SDF) Tenth Cycle (SDF 10) theme of Building Social Resilience and Leaving No-one Behind.

8. This Project is aligned with the United Nations 2022 Global Action tracks on Transforming Education. Specifically, action track 1 focuses on inclusive, equitable, safe, and healthy schools; action track 2 on Learning and skills for life, work, and sustainable development; and action track 3 on teachers, teaching, and the teaching profession.

9. This Project integrates the following of CDB's cross-cutting themes:

(a) Gender Equality.
(b) Energy Security.
(c) Environmental Sustainability.

Economic Performance

1. Saint Lucia is a small tourism-dependent economy. Including other direct and induced tourism-related activities, tourism contributes up to 56.1% of GDP and 69.8% of employment[27]As with most tourism-dependent economies, the Saint Lucia economy is trending towards pre-COVID-19 levels with three successive years of economic growth. Real GDP expanded by 2.2% in 2023 and is estimated to grow further by 3.1% in 2024. Growth is predicated on the continued improvement of tourism coupled with both private and public construction activities and the concomitant spillovers into the related sectors.

2. The economic recovery has improved Government's revenue collections and in fiscal year[28] (FY) 2023/24 total revenue was 6.1% higher than in FY2022/23. The improvement in collections was largely based on a 10.2% increase in tax revenue, a reflection of heightened economic activity. Government spending increased by 21.2% when compared to FY2022/23. The hike in expenditure was due to increases in capital expenditure (38.5%), interest payments (20.6%) and public sector transfers (16.5%). The increase in expenditure outpaced revenue growth and the overall fiscal balance moved from a surplus of 0.3% of GDP in FY2022/23 to a deficit of 2.6% of GDP in FY2023/24. The primary balance remained in surplus at 0.3% of GDP in FY2023/24 but less than the 1.0% a year earlier. Economic growth and the small primary surplus improved public sector debt dynamics. Total public debt, as a percentage of GDP declined to 72.3% at end of 2023, compared with 73.4% a year earlier.

3. The financial sector remained stable in 2023. The capital adequacy ratio for commercial banks improved to 16.9% from the 15.9% recorded a year. Banks remained highly liquid, while domestic bank credit increased by 3.9%, following a decline of 0.7% in the prior year. At the end of 2023 the nonperforming loan (NPL) ratio was 13.6% significantly above the accepted prudential level of 5% but an improvement when compared to the 14.2% registered at the end of 2022.

4. The Government of Saint Lucia's FY2024/25 budget is geared towards improving government infrastructure, providing additional income to the most vulnerable, improving youth development and fostering private sector investment. The investment into the youth includes expanded educational opportunities and scholarships for students. These initiatives include continued investment into Technical and Vocational Education and Training (TVET), an estimated $22.5 million in major repairs and rehabilitation of schools, and the commencement of nine state of the art early childhood classrooms.

5. The Government's FY2024/25 budget reflects a primary surplus equivalent to 0.1% of GDP which when coupled with the expected economic growth should contain public sector debt levels.

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27 World Travel and Tourism Council, 2024.

28 The Government of St. Lucia's financial year runs on a fiscal year basis from April – March.

APPENDIX D

COUNTRY DATA – SAINT LUCIA

	2019	2020	2021	2022	2023
REAL PER CAPITA INCOME (Constant 2015 Prices, USD)	11,060.69	8,335.15	9,333.14	10,802.70	n.a.
GROSS DOMESTIC PRODUCT (GDP)					
Constant GDP at 2018 Prices ($ million [mn])	5,525.6	4,179.5	4,664.3	5,615.2	5,739.3
GDP at Current Market Prices ($ mn)	5,657.4	4,048.0	5,041.4	6,325.3	6,561.5
GDP at Constant Market Prices (Annual % Change)	-0.7	-24.4	11.6	20.4	2.2
MONEY AND PRICES (% Change)					
Consumer Prices (period average)	0.5	-1.8	2.4	6.4	4.5
Money Supply (M2)	3.8	-12.7	14.9	4.0	11.0
Credit to the Private Sector	-1.9	4.2	-0.1	1.7	2.8
PUBLIC FINANCES (% of GDP)					
Revenues and Grants	21.2	22.9	21.2	19.3	20.6
Expenditures	24.1	34.0	28.4	19.5	23.3
Overall Surplus/ (Deficit)	-3.7	-11.1	-7.2	-0.2	-2.7
Primary Surplus/(Deficit)	-0.7	-7.1	-3.9	2.7	0.5
General Government Debt	61.9	97.1	88.1	73.4	72.3
BALANCE OF PAYMENTS (% of GDP)					
Exports of Goods and Services	57.7	30.1	38.1	55.3	58.2
Imports of Goods and Services	48.6	47.7	47.8	51.0	52.4
Current Account Balance	3.3	-19.0	-12.1	-2.9	-1.9
Estimated Tourism Expenditure ($ mn)	2,696.2	858.3	1,522.5	2,951.9	3,116.1
AVERAGE EXCHANGE RATE					
$ per USD	2.7	2.7	2.7	2.7	2.7

COUNTRY DATA – SAINT LUCIA

	2019	2020	2021	2022	2023
POPULATION					
Total Population	179,995	181,192	182,279	183,251	184,100
Crude Birth Rate (per 1,000 people)	11.8	11.7	11.5	n.a.	n.a.
Life expectancy at birth, Total (years)					
Female	77.1	77.1	74.7	n.a.	n.a.
Male	70.1	70.0	67.8	n.a.	n.a.
EDUCATION					
School Enrolment Ratio (%)					
Pre-primary (Gross)	72.3	78.0	n.a.	n.a.	n.a.
Primary (net)	95.5	96.0	95.4	96.7	n.a.
Secondary (Net)	83.5	84.9	84.3	86.4	n.a.
Pupil-Teacher Ratio					
Pre-primary	n.a.	n.a.	n.a.	n.a.	n.a.
Primary	n.a.	n.a.	n.a.	n.a.	n.a.
Secondary	n.a.	n.a.	n.a.	n.a.	n.a.
LABOUR FORCE					
Unemployment Rate (%)	16.8	21.7	21.9	16.5	13.6
Male	14.9	18.5	20.1	14.8	12.0
Female	18.9	25	23.9	18.5	15.7
Participation Rate (%)	71	68.8	70.5	71.3	70.0
Male	62.7	73.5	75.5	77.7	76.7
Female	56.1	64.6	66.1	65.2	65.4
HEALTH					
Current Health Expenditure (% of GDP)	4.3	6.7	n.a.	n.a.	n.a.
HUMAN DEVELOPMENT INDEX	0.74	0.72	0.72	n.a.	n.a.
ENVIRONMENT					
Forest Area (% of land area)	34.0	34.0	34.0	n.a.	n.a.
ICT PENETRATION					
Individuals using the Internet (% of population)	77.0	77.5	78.1	n.a.	n.a.
Fixed broadband subscriptions (per 100 people)	8.8	19.9	21.2	n.a.	n.a.
Mobile cellular subscriptions (per 100 people)	82.8	81.4	95.6	n.a.	n.a.

Sources: World Development Indicators, GOSL, United Nations Development Programme: Human Development Report 2022.
n.a. Not Available.

APPENDIX E

PROJECT VIABILITY

1. This project has been designed to continue consolidation of the gains in social development achieved through enhancements in the education sector. With the assistance of CDB, GOSL has experienced significant development in the sector, particularly as a result of the Education Quality Improvement Project (EQUIP) and the Basic Education Project, the Economic Reconstruction Project, and BEEP, as well the interventions under the Bank's Basic Needs Trust Fund (BNTF) programme, all of which were designed to help GOSL achieve its commitments under the regional and international education agendas. Despite efficient implementation and creditable achievements with reference to institutional strengthening and capacity-building activities, GOSL, in its 2023-2028 Draft ESP, has noted that there are still several challenges within the sector: "deficiency in the quality of preschool education, inadequate access to quality education for students with special education needs, and the underdevelopment of TVET sector (See Fig 2, p11)[29].

2. With these issues forming the backdrop for further development in the sector, the design of this project was guided by four main principles:

(a) ensure that the education system accommodates the diverse needs of all learners, particularly those with special education needs (SEN), through targeted resources, support services, and appropriate learning environment.
(b) focus on improving the quality of SEN education by investing in trained professionals, adequate infrastructure that are climate resilient to provide effective learning opportunities for students with disabilities.
(c) prioritise the development of TVET programmes to align with labour market needs, equipping students with practical and employable skills that promote economic growth and innovation.
(d) address disparities within the education system by providing equitable access to quality education across all sectors, particularly for marginalised groups, such as students with special education needs and those in vocational pathways.

This project represents the second phase of CDB's response to assisting GOSL in addressing the identified challenges and producing graduates who meet labour market requirements. Through components that ensure sustainability, it will assist in achieving GOSL's long-term goals as set out in the ESP 2023-2028.

3. MOE has prepared and utilises a document titled "*Planning and Design Guidelines for Schools in St Lucia"* which defines the educational spaces needed to support a modern comprehensive educational programme. It sets guidelines for building, extending or rehabilitating school facilities. These guidelines have been or will be incorporated in the design of project schools/facilities. The buildings will have a reinforced concrete frame design with concrete block walls and concrete roofs. These designs will facilitate possible upward extensions of buildings in the future and will be oriented to maximise the effect of natural cooling by wind currents. MOE has also found that the maintenance of reinforced concrete is less costly than structural steel buildings, more so in schools in coastal locations where sea spray contributes to steelwork corrosion. The Project's design is influenced by the revised CARICOM TVET Strategy for Workforce Development and Economic Competitiveness which promotes, among other things, the award of CVQs at the appropriate institutional levels. This means that all laboratories of the TVET facilities at a) Beanfield Secondary and b) Castries Comprehensive School will be constructed to meet the appropriate facilities and instructional standards prescribed by the Caribbean Association of National Training Agencies (CANTA).

4. Facilities will have a 50-year life, and the design will incorporate RE/EE solutions and Climate Vulnerability considerations. They will also incorporate resistance to natural hazards - including

[29] Saint Lucia. Education Sector Plan 2023-2028

earthquake, hurricane and torrential rain, with a view to enhancing the resilience of facilities and promoting cost savings and environmental sustainability. The TVET laboratories for a) Beanfield Secondary and b) Castries Comprehensive School will be designed based on CVQ facility standards. The requirements of the Saint Lucia National Building Code will be applied, and the new designs will be informed by the relevant Regional and International Building Codes, including access for persons with physical disabilities to at least the ground floors of facilities.

The designs for the new Special Education Needs School at Vieux Fort and the classroom block at Soufriere Comprehensive Secondary School were informed by topographical and geotechnical surveys carried out as part of the design consultancy. Flooding and climate vulnerability assessments were also used to inform the drainage design and access to the site, and an Environmental and Social Management Plan (ESMP) was part of the final design report (Soufriere Comprehensive Secondary School).

5. At the primary level, this project capitalises on developed costed hazard assessment action plans, the national infrastructure assessment and national adaptation development plans to inform climate adaptation measures. The project leverages proven technologies such as reinforced structures, improved water management systems, and solar energy, ensuring cost-effective and sustainable solutions. The project will protect students and staff by mitigating the risk posed by extreme weather events, ensuring uninterrupted education and reducing the long-term costs associated with disaster recovery. Additionally, integrating sustainability practices into schools will enhance environmental awareness and resilience within the broader community, with clear benefits for educational continuity, cost saving, and community impact. Through its implementation, this subcomponent contributes to the long-term sustainability of infrastructure.

6. The preparation of the Project has also benefitted from the recognition that the role of the teacher is pivotal in the overall development of the student. Thus, there is a need to address deficiencies in instructional quality. Teachers and educators will be exposed to modern teaching practices and continuing professional development to enhance teacher preparation and pedagogy. The Project will utilise, among other options, an effective, low-cost blended learning modality through partnerships with accredited external teacher training institutions to bring the training to the teachers. This will allow GOSL to train more teachers in a relatively short time. Students will receive immediate benefits as teachers can immediately utilise the knowledge and skills gained.

7. Given the inadequacy of the current special needs provision, the Project was also designed to ensure that GOSL could adequately provide for the education of its most vulnerable students. This means ensuring that they are placed in the least restrictive environment and can achieve their fullest potential. Therefore, a broad set of provisions is necessary, including appropriate facilities, adequate support systems, resources, and suitably trained teachers. Further, project design also recognises that achieving the highest potential requires resources to facilitate the transition to the world of work and to empower parents to support that transition.

8. Developing an entrepreneurial programme in secondary schools aligns with the country's goal to contribute to increased innovation and human capacity aligned with the world of work. By equipping students with practical business skills, the programme will enable them to become innovators and job creator, contributing to the local economy's resilience. The programme also leverages existing educational frameworks, such as CVQs and CSEC, ensuring cost-effective integration into the curriculum while enhancing the relevance of current studies. With the country's reliance on tourism and agriculture, nurturing entrepreneurial skills will help diversify income sources and strengthen the country's ability to adapt to economic shifts.

9. CDB staff are satisfied that the recommended approaches and above requirements are generally consistent with recommended practices for constructing and equipping the proposed facilities and achieving the proposed institutional and capacity improvements.

APPENDIX F

COMPONENT DETAILED DESCRIPTION OF THE PROJECT

1. This project is aligned with previous assessments and ongoing projects in the St Lucia. The Education Quality Improvement Project (EQUIP) supported the development of the SEN policy and curriculum, and this project will support its implementation by focusing on the capacity building of SEN educators and officers, the development of the EIS programme and the construction and equipping of SEN facilities. The EQUIP also supported the development of a psycho-social policy; this policy will be implemented through this project by supporting training for teachers and educators and the development of an early detection programme for at-risk cases. This project will support the government's efforts to strengthen TVET by building on other ongoing projects, such as retrofitting the TVET laboratories and capacity building of TVET teachers in secondary schools. The project will achieve its overall outcome by implementing the proposed project components:

Infrastructure

2. The infrastructure works for the project consist of **CDB financing** constructing one (1) new Special Education Needs School at Vieux Fort and the Construction of a classroom block to replace a dilapidated block at Soufriere Comprehensive Secondary School and expand and refurbish the staff administrative section. Support design and remedial work for three primary schools, a) Gordon and Walcott Memorial Methodist, b) Soufriere Primary, c) Vieux Fort Primary. As well as upgrading and retrofitting TVET facilities at a) Beanfield Secondary, b) Castries Comprehensive School, and Designs for Soufriere Special School.

3. **GPE financing** would be used to support Designs and remedial works, repairs and retrofitting to ensure climate resilience will be undertaken in the following four schools: a) Bexon Primary, b) Camille Henry Memorial, c) Canaries Primary, d) Dennery Primary, for which hazard assessment reports and costed action plans were developed. The Government of Saint Lucia selected the location. The secondary school which is designated for infrastructure works is already in existence. The project is about expanding this school. The details of the individual schools are as follows:

Special Education Needs

Vieux Fort
A new single-storey special education school will be constructed.

Secondary

Soufriere Comprehensive - A new three-storey block will be constructed on the ground floor to accommodate an auto mechanic laboratory, food and nutrition lab, and special education needs room. The first floor will comprise the music, visual, and theatre arts rooms. The top level will house four classrooms. The ground floor of the administrative building, which accommodates the principal office and the staff room, will be extended and rehabilitated.

Beanefield Secondary - Design for extension of the Building Technology, Auto-Mechanic, Electrical and Clothing and Textile laboratories.

Castries Comprehensive School - Minor rehabilitation and equipment the Food and Nutrition, Building Technology, and Auto-Mechanic workshop/laboratories.

Soufriere Special Education School - Design for constructing a two-storey extension connected to the south block, paying close attention to grading and drainage in this area, which is prone to flooding. The extension shall include a new Life Skills Lab complete with a universal washroom with laundry, a Covered Outdoor Classroom, a new Visual Arts and Dance space (that can be divided into two spaces when needed), a combined Physical Therapy and Parent

Observation Room and one extra Classroom. The existing Life Skills Lab will become the Food Preparation room.

Primary Schools

4. Climate resilience is a critical focus of the Ministry of Education, particularly for an island nation like Saint. Lucia. Like many Island States, the country faces key challenges to ensure its infrastructure promotes social, and environmental well-being for its citizens. The impacts of increasing coastal climate hazards, such as sea-level rise or storm surges, can put the development progress associated with these infrastructures at risk. There is strong evidence that suggests that well-constructed or retrofitted schools that are resilient to natural disasters and have access to potable water, sanitation, waste management, and good indoor environmental quality are likely to affect students' likelihood of attending class, staying healthy while there and also contribute to teachers continuing in their line of work.[30] Remedial works, repairs, and retrofitting of seven schools will ensure that these facilities can withstand extreme weather events, which are becoming increasingly common due to climate change. It's difficult to achieve academic performance in a safe and healthy environment when buildings are vulnerable to the impact of climate change. As such, the design of such education facilities must take into account local climatic conditions. By protecting schools from damage, undertaking climate adaptation measures minimises disruptions to education during natural disasters, reduces long-term repair costs, and safeguards the continuity of education. This focus on climate adaptation not only strengthens the resilience of the education sector but also ensures that communities can recover more swiftly from environmental shocks, preserving the long-term viability of St Lucia's education system.

(a) *Bexon Primary* - The remedial works, repairs, and retrofitting to ensure the climate adaptability of this school involve *upgrading drainage* (storm drains to include additional flood protection from adjacent existing waterways.) *Install hurricane resistance roof* (covering, ceiling and roof drains with the current building code standards). *Upgrade wastewater infrastructure* (toilet block to include renewal of septic and soak away). *Upgrade doors and windows to hurricane-resistant standards—construction of new water storage*. *Integrating mitigation measures* (Solar panel installation as mitigating cost repairs to electrical wiring is complete with new fixtures, defective or damaged external and internal walls and slabs, and perimeter fences). Remedial works in other areas, creating/upgrading existing ones, and adding new recreational/seating areas for staff and students (including adding green spaces).

(b) *Camille Henry Memorial* - The remedial works, repairs, and retrofitting to ensure the climate adaptability of this school involve *upgrading drainage* (storm drains to include additional flood protection from adjacent existing waterways.) *Install hurricane resistance roof* (covering, ceiling and roof drains with the current building code standards). *Upgrade wastewater infrastructure* (toilet block to include renewal of septic and soak away). *Upgrade doors and windows to hurricane-resistant standards—construction of new water storage*. *Integrating mitigation measures* (Solar panel installation as mitigating cost repairs to electrical wiring is complete with new fixtures, defective or damaged external and internal walls and slabs, and perimeter fences). Remedial works in other areas, creating/upgrading existing ones, and adding new recreational/seating areas for staff and students (including adding green spaces).

(c) *Canaries Primary* - The remedial works, repairs, and retrofitting to ensure the climate adaptability of this school involve *upgrading drainage* (storm drains to include additional flood protection from adjacent existing waterways.) *Install hurricane resistance roof* (covering, ceiling and roof drains with the current building code

[30] Barrett, P., Treves, A., Shmis, T., Ambasz, D., Ustinova, M. (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence, p17.

standards). *Upgrade wastewater infrastructure* (toilet block to include renewal of septic and soak away). *Upgrade doors and windows to hurricane-resistant standards—construction of new water storage*. *Integrating mitigation measures* (Solar panel installation as mitigating cost repairs to electrical wiring is complete with new fixtures, defective or damaged external and internal walls and slabs, and perimeter fences). Remedial works in other areas, creating/upgrading existing ones, and adding new recreational/seating areas for staff and students (including adding green spaces).

(d) *Dennery Primary* - The remedial works, repairs, and retrofitting to ensure the climate adaptability of this school involve *upgrading drainage* (storm drains to include additional flood protection from adjacent existing waterways.) *Install hurricane resistance roof* (covering, ceiling and roof drains with the current building code standards). *Upgrade wastewater infrastructure* (toilet block to include renewal of septic and soak away). *Upgrade doors and windows to hurricane-resistant standards—construction of new water storage*. *Integrating mitigation measures* (Solar panel installation as mitigating cost repairs to electrical wiring is complete with new fixtures, defective or damaged external and internal walls and slabs, and perimeter fences). Remedial works in other areas, creating/upgrading existing ones, and adding new recreational/seating areas for staff and students (including adding green spaces).

(e) *Gordon and Walcott Memorial Methodist* - The remedial works, repairs, and retrofitting to ensure the climate adaptability of this school involve *upgrading drainage* (storm drains to include additional flood protection from adjacent existing waterways.) *Install hurricane resistance roof* (covering, ceiling and roof drains with the current building code standards). *Upgrade wastewater infrastructure* (toilet block to include renewal of septic and soak away). *Upgrade doors and windows to hurricane-resistant standards—construction of new water storage*. *Integrating mitigation measures* (Solar panel installation as mitigating cost repairs to electrical wiring is complete with new fixtures, defective or damaged external and internal walls and slabs, and perimeter fences). Remedial works in other areas, creating/upgrading existing ones, and adding new recreational/seating areas for staff and students (including adding green spaces).

(f) *Soufriere Primary* - The remedial works, repairs, and retrofitting to ensure the climate adaptability of this school involve *upgrading drainage* (storm drains to include additional flood protection from adjacent existing waterways.) *Install hurricane resistance roof* (covering, ceiling and roof drains with the current building code standards). *Upgrade wastewater infrastructure* (toilet block to include renewal of septic and soak away). *Upgrade doors and windows to hurricane-resistant standards—construction of new water storage*. *Integrating mitigation measures* (Solar panel installation as mitigating cost repairs to electrical wiring is complete with new fixtures, defective or damaged external and internal walls and slabs, and perimeter fences). Remedial works in other areas, creating/upgrading existing ones, and adding new recreational/seating areas for staff and students (including adding green spaces).

(g) *Vieux Fort Primary* - The remedial works, repairs, and retrofitting to ensure the climate adaptability of this school involve *upgrading drainage* (storm drains to include additional flood protection from adjacent existing waterways.) *Install hurricane resistance roof* (covering, ceiling and roof drains with the current building code standards). *Upgrade wastewater infrastructure* (toilet block to include renewal of septic and soak away). *Upgrade doors and windows to hurricane-resistant standards—construction of new water storage*. *Integrating mitigation measures* (Solar panel installation as mitigating cost repairs to electrical wiring is complete with new fixtures, defective or damaged external and internal walls and slabs, and perimeter fences). Remedial works in other areas, creating/upgrading existing ones, and adding new recreational/seating areas for staff and students (including adding green spaces).

Institutional Strengthening – GPE Financing

5. The subcomponents outlined in this component aim to strengthen the institutional capacity of the Ministry of Education to enhance the delivery of Special Education Needs (SEN) services and develop entrepreneurship programmes in selected secondary schools. These initiatives were informed by assessing special education needs,[31] and assessment of TVET institutionalisation.[32] By addressing these critical areas, the project seeks to promote inclusive education, ensuring that vulnerable students receive the support they need to succeed academically and emotionally. The introduction of the entrepreneurship programme will equip students with practical skills and foster innovation, helping to reduce youth unemployment and drive sustained economic growth. Strengthening these capacities within the Ministry will contribute to a more resilient, responsive, and inclusive education system, positioning it to better meet the diverse needs of students in a dynamic, evolving global context.

Early Identification and Assessment

6. This subcomponent will address the issue of inadequate access to quality education for students with special education. Among the gaps is the need to improve access to early identification and intervention mechanisms. This project will support *the development and implementation of an early identification system (EIS)* for students with special education needs. Inclusive of *procuring the assessment/screening tools* to be used across pre-primary, primary and SEN, and support the *training of teachers and education officers*; as per the country's special education needs policy and strategy. The consultancy to support this activity will include developing the EIS and reviewing existing instruments (if they exist) used to diagnose SEND or create new instruments that are culturally relevant, valid for the intended purpose and provide reliable data. This approach ensures that all learners with Special Educational Needs and Disabilities (SEND) will receive high-quality assessments that, when integrated into the country EMIS platform, could facilitate identifying their specific needs, allowing for the timely implementation of suitable intervention programmes and placement options.[33]

Development of entrepreneurship

7. This subcomponent will address the development of an entrepreneurship programme in selected secondary schools. This project will finance a consultancy to facilitate the development of the system-wide programme, by integrating from the evidence critical considerations for effective which will utilise existing CVQ and CSEC subjects/modules, leverage existing partnerships with industry that currently facilitate apprenticeship and attachment, and integrate the cooperative programme implemented in these schools, including a costed action plan to inform the implementation of this new programme as a pilot in the selected schools. These schools were selected based on geographic consideration, involvement in the pilot of school lunch at secondary, part of the Ministry of Education's subsidised transportation programme and where at least 70% of the school population is from disadvantaged households and is at risk of dropping out. Three hundred and forty-one (341) teachers teaching TVET subjects in these schools will be trained to deliver this new programme, and education officers will be trained to monitor and support its implementation.

Capacity Building

8. Capacity building is critical in strengthening the effectiveness and sustainability of educational systems and institutions. This component will finance and support the training of ECE, SEN, TVET teachers, principals, education officers and psychosocial training for guidance and counselling officers

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31 Depart of Education. (2024). Special Needs Education Policy and Strategy- St Lucia.

32 Ministry of Education & Council for TVET- St Lucia. (2019). Saint Lucia National Technical and Vocational Education and Training (TVET) Policy and Strategy.

33 St Lucia. (2024). Special Needs Education Policy and Strategy.

to support the implementation of the institutional strengthening programmes, such as the EIS and the entrepreneurship in the following areas:

(a) *Early Childhood Development degree programme* – 7 ECD teachers from the public early childhood schools will be exposed to undergraduate degrees in ECE; 4 ECD Administrator/Technical Officers in leadership in Early Childhood Development; and 5 ECD teachers in Early Childhood Pedagogy. The MOE see these training

(b) *Inservice training for ECD officers and teachers* – 30 ECD Supervisors/administrators in ECD diploma/certificate; 120 ECE Operators in new early childhood services regulations (online), 50 ECD educators/administrators/supervisors in classroom planning and management in ECD, 20 ECSU Technical staff/administrators/supervisors in Science in ECD; 200-Senior practitioner/Administrators/Supervisors in Developmentally Appropriate Practices in ECD, 100-ECD Administrators/Supervisors in Identifying and Managing ECD Children with SEN. 35- Guidance & Counsellors and Social Workers and ECSU Technical Officer in Psychosocial support to ECD learners and 10 ECD Technical Officers/DOE Technical Officers in Data-driven Decision-making within the ECD Sector.

(c) *Special Education Needs* – PD Certificate in SEN training for 300 school leaders, Reading assessment training – 100 teachers, Psychometry Micro credential – 20 school councillors; speech and language pathology – 3 Officers; Occupational therapy – 3 Officers; Physical therapy – 3 Officers, and Behavioural Therapy.

(d) *Master's degree in special education* – 30 teachers and school leaders; Masters level PD Certificate in SEN – 30 SEN teachers; Masters in school counselling – 30 school counsellors; and master's in education psychology with emphasis on assessment – 2 Education Officers/2 teachers as Education Diagnostician.

(e) *TVET Inservice training – CVQ Level 4 in TVET* for 40 TVET Assessors, *Internal/External Verification* for 44 TVET Verifiers, *Competency-Based Education and Training (CBET)* for 50 TVET teachers. *Textile Surface Design Techniques training* for 25 Textile Clothing & Fashion teachers and 10 Visual Arts teachers. *Sewn Product Development training* for 25 fashion teachers; *Fashion (Graphic Design using CAD)* for 25 textile clothing and fashion teachers. *Garment Construction (Improving quality of Construction and Finish)* for 25 Fashion teachers. *Food Safety* for 30 Food and Nutrition teachers. Virtual Reality for TVET for 20 TVET and IT teachers, Auto Mechanic (Electric/Hybrid car maintenance/Automatics car maintenance) for 12 Mechanic and Electricity teachers. Building and Furniture Technology (Fine furniture design and finish) for 15 BFT teachers. And Professional Certificate in Leadership & Management for 20 TVET Administrators.

(f) *Degree-level Training* – Art and Craft CVQ Level 4 for 2 Art and Craft educators and trainers. Masters Degrees in Innovative Design and Entrepreneurship, Curriculum Development TVET, and Teaching Culinary Art Education. *Bachelor's Degrees* in Furniture making and Architectural woodworking, Fashion Design, Agriculture and Entrepreneurship.

(g) *Gender Sensitisation* Training for all teachers and Education Officers.

APPENDIX G

PROJECT MANAGEMENT AND IMPLEMENTATION

IMPLEMENTING AGENCY ANALYSIS

1. The Ministry of Education has extensive experience implementing national and donor-funded projects and shall be responsible for implementing PERT. The Ministry's dedicated Project Coordination Unit (PCU) will execute the project's implementation. The Ministry has significantly strengthened its capacity to manage projects effectively, even as it transitions to reinstituting a new project unit after disbanding the previous one. Over the past years, the Ministry has implemented robust institutional reforms, enhancing its governance structures, accountability mechanisms, and staff competencies through targeted training and capacity-building initiatives. The leadership team has acquired extensive experience managing complex projects, ensuring transparency, and meeting deliverables within the timelines. Additionally, the Ministry has developed strong internal monitoring and evaluation systems to ensure continuous oversight and learning throughout project cycles. The newly established project unit will benefit from these enhanced capacities, positioning it to deliver the project results with efficiency and accountability supported by a solid foundation of institutional knowledge. This arrangement is acceptable to the CDB.

PROJECT MANAGEMENT

2. MOE will be the project's implementing agency, with a dedicated PCU executing the project. The reconstituted PCU will be under the leadership of a (i) Project Coordinator (PC), who plays a pivotal role in monitoring the implementation of all project components. The PC is responsible for informing the Project Steering Committee and CDB of any events that could potentially hinder the project's progress. The PC will be supported by a team including a (ii) Project Officer–Education (POE), (iii) a Project Officer – Infrastructure (POI), (iv) a Project Officer – Procurement (POP), (v) a Project Accountant, an Accounts Clerk, (vi) a Monitoring and Evaluation Officer(M&E), (vii) a Communications Officer, (viii) an Administrative Assistant, and a (ix)Driver/Office Assistant. It is a condition precedent to the first disbursement of the loan that all officers, but not limited to those already listed above, are assigned to these positions before the commencement of the Project. The qualifications and experience of the PC, the POE, POI, POP, and M&E Officer must be acceptable to CDB, and the qualifications and experience of any officers subsequently assigned to these positions shall also be acceptable to CDB. The PC, POE, POI, and POP duties are outlined below. CDB staff have reviewed these staffing arrangements and are satisfied that the PCU will have the requisite capacity to manage the Project.

RESULTS MONITORING AND EVALUATION ARRANGEMENT

3. The Ministry of Education would be responsible for the M&E process of the Project, supported by the M&E Officer within the PCU. The Project Coordinator would send quarterly and annual reports to the Bank, including on progress towards targets described in the Results Framework prepared by the M&E Officer. The Monitoring and Evaluation capacity would be strengthened through training as necessary. The M&E Officer will collect data on the activities per the results framework, including the key outcomes and intermediate indicators. And ensure that gender is relevant, and that disaggregated data is available for all results. This includes administering surveys to collect data from principals and teachers on piloting the Early Identification and Assessment mechanisms. As well as to students' and teachers' experiences with the entrepreneurial programme. The M&E Officer will support the mid-term review/evaluation of the project. Feedback received from the evaluation will be taken into consideration during project implementation.

Project Steering Committee

4. A multi-sectoral project steering committee (PSC) that shall, *inter-alia*, be responsible for the coordination and overall guidance of the project shall be established. It shall be a condition precedent

to the first disbursement of the loan that the PSC be established. The PSC shall be chaired by the Permanent Secretary of Education, with the Chief Education Officer (CEO) as deputy chair, and shall comprise, but not be limited to, representatives of the following: Ministry of Finance; Department of Economic Development; Ministry of Equity and Social Justice; Ministry of Infrastructure; Department of Labour; Department of Gender Relations; Saint Lucia National Teachers' Union; SALCC; project schools and the private sector. The PC, POE and POI shall attend PSC meetings, with the PC serving as secretary to the PSC. Each organisation represented on the PSC must nominate its representative and an alternate. Positions in the PSC are not transferable. Other persons may be invited to participate in PSC meetings based on the subject matter being addressed. The composition, duties and functions of the PSC are outlined below. A Project Management Organisational Chart is included in Appendix I.docx.

IMPLEMENTATION

5. The project will be implemented over 48 months after Board Approval. Based on the proposed implementation strategy, major construction work for the Soufriere Comprehensive Secondary extension and the SEN School at Vieux Fort under Component C – Infrastructure works are scheduled to commence in Q3 2025. Designs (Component D – Engineering and Construction Related Services) for the other schools will start in Q3, 2025 and construction works in Q1, 2026. Component E – Goods comprise four (4) potential contracts. Procurement for two of the three goods contracts will commence in Q2 and Q4 2025, and goods for tools, furniture and equipment are delayed to Q1, 2026 so that delivery is closed to the completion of construction works for the schools. Procuring both activities under Component F – Institutional Strengthening will commence in Q2 2025. The consultancy to develop and implement the Entrepreneurship Programmes within schools will end in Q2, 2027, to accommodate the two-year implementation period. Component G – Capacity Building comprises several training programmes at various levels (Degree, Diploma and Certificate). The degree programmes have a four-year duration, starting in Q2 2025 and finishing by Terminal Disbursement Date (December 31, 2028).

6. Relevant milestone dates are noted in the provisional Implementation Schedule that is provided below. MOE facilitate the establishment of the PSC and the assignment of key officers (i. The Project Coordinator, a (ii) Project Officer–Education (POE), (iii) a Project Officer – Infrastructure (POI), (iv) a Project Officer – Procurement (POP), (v) a Project Accountant, an Accounts Clerk, (vi) a Monitoring and Evaluation Officer(M&E), (vii) a Communications Officer,) in the PCU, which are conditions precedent to the first disbursement. It is expected that these assignments will be completed prior to loan approval. The Project Launch Workshop (PLW) is scheduled to take place as soon as conditions precedents to the first disbursement have been met and the loan agreement has been signed. Frontloading these activities will contribute to project completion within a 48-month period after board approval.

7. CDB will also provide implementation support during the lifetime of the programme, 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 additional support during intense periods of procurement and
(e) monitoring changes in risks and compliance with legal agreements, as needed.

The ISP will be reviewed annually to ensure it meets the project's implementation support needs. In addition to reviewing implementation progress, the ISP aims to provide technical support to GOSL in achieving the results. The Plan has been developed based on the project's risk profile, with a particular

focus on operational risk and the traditional supervision focus areas of financial management, contract management, and procurement.

Strategy and Approach for Implementation Support

8. Supervision of the Project will be undertaken by a Team comprising an Operations Officer (Education), who will be the Supervision Coordinator, an Operations Officer (Engineer), an Operations Officer, (Environment/Disaster Risk Management Specialist) and an Operations Officer (Social Analyst). The Team will be supported by a Procurement Specialist, Operations Officer (Analyst) and Legal Counsel as required. Formal supervision and field visits will be undertaken semi-annually.

9. The first formal supervision activity will be a Project Launch Workshop (PLW). The objective of the PLW is to review the implementation arrangements, train project management staff in the use of CDB's fiduciary management and procurement systems and discuss project supervision issues. PLW is scheduled for the first quarter of 2025. The training provided during PLW on the Bank's financial management and procurement procedures and guidelines will be augmented during the semi-annual supervision visits and support will be provided on a timely basis to respond to client's needs.

10. During supervision, the Operations Officers (Engineer, Environment and Education) will provide support in finalising contract documentation for the procurement of consultancies, goods and works and advising on evaluating and assessing bids. The Supervision Coordinator will coordinate CDB's team to ensure project implementation is consistent with the requirements specified in the Procurement Plan, Terms and Conditions and other legal documents. The supervision team will prepare annual Project Supervision Reports (PSRs) identifying the status of project implementation and any issue(s) requiring the resolution of management. On the completion of the project, or after 90% of the funds have been disbursed, CDB staff will facilitate an Exit Workshop to assess project results, discuss implementation issues and identify lessons learnt. A draft Project Completion Report (PCR) will be prepared by the Client and discussed during the Exit Workshop. The CDB supervision team will finalise the PCR.

PARTICIPATION OF BENEFICIARIES AND STAKEHOLDERS

11. The preparation and appraisal of this project involved consultation with a wide range of stakeholders, including representatives of ministries of Finance and education, senior school management personnel and teachers, parents, students, and community members who the project will impact. The PCU will establish regular communication channels, including consultations and feedback sessions, to ensure ongoing stakeholder and beneficiary engagement. Tailored outreach strategies will be developed to engage key community leaders, teachers, parents, and students to keep all parties informed and involved throughout the project's implementation.

MONITORING AND EVALUATION

12. The Results Framework in Appendix G. will guide project M&E. 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 Corporate Planning Department of MOE, under the direction of the Deputy CEO (Planning), prepares an annual Statistical Digest, which reports on a wide range of indicators across the entire sector. MOE is, therefore, capable of monitoring the indicators established. The PC will have overall responsibility for monitoring project outputs and will be required, in collaboration with the Corporate Planning Department, to prepare and submit management and project monitoring reports as listed below. The required format for the Quarterly Report is provided below. To ensure that all entities participating in the project will be able to carry out their designated M&E tasks, orientation and capacity-building will be an integral component of the PLW. Reviews and quarterly work plans will also form part of project M&E.

PROJECT MANAGEMENT DUTIES AND RESPONSIBILITIES

Project Steering Committee (PSC)

13. A multi-sectoral project steering committee (PSC) that shall, *inter alia*, be responsible for the coordination and overall guidance of the project shall be established. It shall be a condition precedent to the first disbursement of the loan that the PSC be established. The PSC shall be chaired by the Permanent Secretary of Education, with the Chief Education Officer (CEO) as deputy chair, and shall comprise, but not be limited to, representatives of the following: Ministry of Finance; Department of Economic Development; Ministry of Equity and Social Justice; Ministry of Infrastructure; Department of Labour; Department of Gender Relations; Saint Lucia National Teachers' Union; SALCC; project schools and the private sector. The PC, POE and POI shall attend PSC meetings, with the PC serving as secretary to the PSC. Each organisation represented on the PSC must nominate its representative and an alternate. Other persons may be invited to participate in PSC meetings based on the subject matter being addressed. The PSC shall meet at least once per quarter during implementation period, and the PC shall ensure that minutes of the meetings are circulated to PSC members and CDB, not later than one month following the meeting.

14. 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) ensure all relevant national approvals such as from the Development Control Authority are obtained prior to start of infrastructure works;
(e) provide assistance and guidance to the PC handling implementation and coordination problems brought to its attention; and
(f) monitor the efficiency and effectiveness of the resource allocation requirements for the project.

Duties of Project Coordinator

15. The PC will be based in the PCU, and duties will include, but will not be limited to:

(a) Overall coordination of all project activities.
(b) monitoring the implementation of all components of the project and informing the PSC and CDB of any events likely to impact negatively on the project's implementation;
(c) overseeing all contracts for services, goods and works under the project, delegating where appropriate to project implementation team staff;
(d) providing public information on the status of construction activities and their likely impact on the public and facilitating community meetings;
(e) representing MOE in dealings with the consultants;
(f) providing cost control and keeping separate accounts for project-related expenditures and disbursement activities;
(g) liaising with CDB on all technical and administrative aspects of the project;
(h) preparing and submitting to CDB, quarterly reports or in such form or forms as may be specified by CDB, within six weeks after the end of each calendar quarter;
(i) liaising with POI on the review of completion reports and as-built drawings for each construction contract, referred to in the Procurement Plan for submission to CDB within three months after the date of issue by the engineering consultants of the certificate of practical completion;

(j) liaising with POI on the review of completion reports and Consultants' reports for each contract, referred to in the Procurement Plan for submission to CDB on the relevant components of the project within three months of completion;
(k) undertake the necessary applications to obtain all relevant national approvals such as that of the DCA before infrastructure works begin;
(l) Ensuring that gender activities are delivered in a timely manner and reporting includes those
(m) submitting to CDB other project status reports as listed at Annex 1 to Appendix J; and
(n) preparing a Project Completion Report for submission to CDB on the relevant components of the project within three months of completion.

Project Officer (Infrastructure) (POI)

16. The POI assist the PC with construction related activities and shall provide the following services:

(a) advertise for and assist in the procurement of contractors;
(b) execute procurement in accordance with CDB's Loan Agreement;
(c) Represent Department of Education in all its dealings with the contractors;
(d) Review prequalification and bid documents and monthly progress reports prepared by the consultants;
(e) Review and agree on the form and content of the consultant's monthly progress reports prior to submission to CDB;
(f) Coordinate the issuing of invitations to bid, evaluation of bids and recommendations for award of construction contracts;
(g) Oversee the administration of construction contracts;
(h) coordinate the procurement of the furniture and equipment for the project;
(i) provide cost control of the construction works and consultancy services;
(j) 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;
(k) provide the PC with a recommendation report on completion reports and as-built drawings for construction contracts referred to at (g) above;
(l) prepare quarterly reports to be submitted to the PC to keep the PC formally updated on project progress on the Civil Works component;
(m) perform any other duties that may be assigned and

Project Officer (Procurement)

17. The responsibilities of the Procurement Officer (PO) include, but not limited to:

(a) preparation and revision as necessary of annual procurement plan;
(b) preparation of all procurement documentation in accordance with the requisite standards with the technical input of the PC and POI;
(c) bidding documents for all procurement-related project activities;
(d) assisting in the preparation of Evaluation Reports;
(e) supervising the installation of all procured resources;
(f) preparation of installation reports of all equipment and resources installed;
(g) providing support to the PC and POI in their management of contracts under their direct supervision;
(h) monitoring of the procurement schedule of the project and informing the PC of any events likely to impact negatively on that schedule;
(i) attending PSC meetings;
(j) facilitating the registration of all equipment and resources procured; and

(k) performing any other duties closely related to the job description as may be assigned from time to time.

Project Officer Education

18. The Project Officer Education shall provide the following services:

(a) finalising TOR for the engagement of consultants to undertake institutional strengthening and capacity building activities;

(b) finalising technical components of Expressions of Interest and Requests for Proposals related to the institutional strengthening and capacity building components of the project;

(c) advertising and assisting in the selection of the Consultants for the Institutional Strengthening and Capacity Building component of the project;

(d) coordinating and monitor the work of each consultant identified at (c) above;

(e) coordinating and processing 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;

(f) coordinating the finalisation of lists of equipment, tools and instructional materials in preparation for procurement;

(g) coordinating feedback from stakeholder groups.

(h) assisting with the organisation of workshops, training activities and other stakeholder consultations;

(i) follow-up of trained persons to determine the extent to which acquired knowledge and skills are being utilised in the system and actions to be taken, where necessary;

(j) assisting the PC with the preparation of reports to be submitted to CDB and GOSL, with particular responsibility for finalising the sections on institutional strengthening and capacity building;

(k) prepare a Completion Report for submission to CDB (through PC) on the relevant components of the project within three months of completion;

(l) perform any other duties that may be assigned to ensure the success of the project; and

(m) the POE must liaise with technical officers to participate in activities relevant to their portfolio and seek their signoff on activities. The POE shall also attend PSC meetings and provide advice on issues relating to implementing the institutional strengthening and capacity-building components that may arise.

Project Accountant

19. The Project Accountant, who will provide support to the PCU throughout implementation, will perform the following duties:

(a) prepare and review project budgets;

(b) prepare documents for processing of payments/disbursements;
(c) prepare bank reconciliations;
(d) conduct variance analysis;
(e) prepare financial reports, including project expenditure forecasts.
(f) monitor receivable income; and
(g) track contracts' expenditure.

Accounts Clerk

20. The Accounts Clerk will provide support to the Project Accountant and will perform the following duties:

(a) entering financial transactions into accounting spreadsheet/software, to maintain accurate records of project related expenditure;
(b) prepare and process invoices of suppliers, consultants, ensuring payments are made on time and tracking outstanding balances;
(c) assisting the accountant with bank reconciliation to ensure that all transactions are accurately recorded, and discrepancies are identified and address;
(d) supporting the preparation of payroll;
(e) Organising and maintaining financial documentation to ensure easy access for audits or reviews; and
(f) assisting with day-to-day tasks, such as financial queries, and handling routine financial communications.

Communication Officer

21. The Communication Officer will provide the following services:

(a) Design and execute a comprehensive communication plan to support the project's objectives, including raising awareness about the education initiatives and project-related efforts. Including plan and manage communication aspects of key project events, including workshops, and project launch. The communication plan shall include but not be limited to SEN messaging and awareness raising and an image campaign for positive re-branding and messaging of education (e.g. TVET) to attract inter alia more males and to fight gender-stereotypes in occupational choices of females and males.
(b) Liaise between the project and key stakeholders, including government agencies, educators, parents, and students, ensuring clear, timely, and effective communication.
(c) Produce and distribute engaging content, such as press releases, newsletters, social media updates, videos, banners, jingles, and reports, to inform the public and stakeholders about project activities.
(d) Support internal communications within the project team and with the Department of Education to ensure messaging alignment, project updates and information flow.

Monitoring and Evaluation Officer

22. The M&E Officer will provide the following services:

(a) Develop tools and methodologies to track the project's progress toward achieving its results and key performance indicators. Implement data quality checks and validation processes as part of routine M&E activities. Collecting sex- and SEN-disaggregated and gender-relevant information and establishes a framework for monitoring and evaluating gender results.

(b) Oversee the systematic collection of data from MOE, schools and other relevant stakeholders to assess project activities and outcomes. Thereby providing continuous monitoring of project activities to ensure they are on track with the planned timeline, budget and results. And identify any deviations or delays and recommend corrective actions.

(c) Support the mid-term evaluation to assess the project's effectiveness, efficiency, relevance, and sustainability.

(d) Analyse collected sex- and SEN-disaggregated data to generate insight into the effectiveness of the project interventions.

(e) Contribute to the quarterly report by providing updates on progress and outcomes.

(f) Liaise with the DOE to accurately track and record project-related indicators associated with institutional strengthening, capacity building, and infrastructure improvements.

APPENDIX H

DRAFT TERMS OF REFERENCE

CONSULTANCY SERVICES TO CONDUCT A MID-TERM EVALUATION OF THE PROGRAMMEME FOR EDUCATION REALIGNMENT AND TRANSFORMATION PROJECT - INDIVIDUAL

1. BACKGROUND

1.01 On December 12, 2024 the Caribbean Development Bank (CDB) approved a Loan for the implementation of the Programme for Education Realignment and Transformation Project for the Government of Saint Lucia for an amount of thirty million, one hundred and thirty-three thousand, five hundred and ninety-eight United States dollars (USD33,133,598). The disbursement period of the Loan is forty-eight (48) months from the effective date of the contract. The overall objective of the project is a continued quality adjustment to and transformation of the education system, making it responsive to the needs of all learners and more aligned with the requirements of the 21st century labour market. This objective will be achieved through:

(a) Construction of SEN facilities and expansion and upgrading of selected secondary schools/TVET facilities, including furnishing.
(b) improving the quality and relevance of SEN, TVET and ECD within the sector.

1.02 The above-mentioned objectives are to be achieved through the implementation of the following four components:

(a) Component 1- *Improving the teaching/learning environment* - will provide support to the construction, expansion and rehabilitation of eleven education facilities.

(b) Component 2 – *Enhancing Special needs Education* - This component will place emphasis on the development of mechanisms that provide GOSL with the best options for educating children with special education needs in the least restrictive environment.

(c) Component 3 - *Enhancing quality, relevance and instructional effectiveness* - This component will contribute to enhancing quality and relevance through targeted training for SEN, ECD and TVET educators.

1.03 In accordance with the Loan Agreement, not later than 24 months after commencement of the Project, or such later date as CDB may agree, GOSL shall furnish or cause to be furnished to CDB, the report of the Mid-term review.

2. OBJECTIVE

2.01 The main objective of this consultancy is to conduct a technical evaluation and analysis of the progress of the project, and its overall performance during the implementation period. The consultancy will seek to (i) determine whether outputs, products and intended results were reached in accordance with the Design and Monitoring Framework, (ii) evaluate the role and performance of the Project Coordinating Unit (PCU); and (iii) identify the lessons learnt and provide recommendations for the continuation of those to be implemented.

3. METHODOLOGY

3.01 The Consultant(s) will perform all investigative work and analyses to realise the objective stated above. They will use participatory and consultative methodologies in working closely with Ministry of Education (MOE) and other critical stakeholders in the sector. These will include, but are

not limited to, principals, teachers, students, parents, Parent Teacher Associations and community leaders. The consultants will also consult with the Ministry of Finance, Ministry of Social Development, Ministry of and/or other related Ministries or Departments.

3.02 The Consultants will work closely with the Project Coordinator (PC) assigned by MOE to act as counterpart and coordinate the work of the Consultants, the Project Officer (Education), and the Project Officer (Infrastructure), who will provide technical advice to the PC, and other technical officers of MOE, as appropriate.

4. SCOPE OF SERVICES

4.01 Specifically, the consultancy will involve desk and field work and consultations across the basic education sub-sector and within project communities. The consultancy will take a gender and social inclusion lens to each step of the evaluation, ensuring that sex-disaggregated data and gender-relevant information are collected (e.g. enrolment and performance data, gender-sensitive infrastructure features such as separate sanitary facilities, safety and security features, teacher training and awareness etc.).

4.02 The Mid-Term evaluation should assess:

(a) Project concept and design: The consultant should review and assess the programme's main objectives and planned outputs and whether these objectives and outputs were specific and achievable given the timeframe set for project implementation. The consultant will assess the relevance of set indicators and targets, review work plans, planned duration and budget of the project.

(b) Implementation: The consultant will assess the implementation of the project in terms of quality and timeliness of inputs; the efficiency and effectiveness of activities carried out; the effectiveness of activity management procedures; as well as the quality and timeliness of programme monitoring. The consultant should also assess the extent to which the implementation of the project has been inclusive of relevant stakeholders and to which it has been able to create collaboration between different partners.

(c) Project outputs, outcomes, and impact: The consultant will assess the outputs, outcomes and impact achieved by the project as well as the likely sustainability of project results. The Mid-Term Evaluation should encompass an assessment of the achievement of the immediate objectives and the contribution to attaining the overall objective of the project.

(d) Project Methodology: The consultant will evaluate the adequacy and effectiveness of methodologies used to achieve planned outputs, outcomes and impacts within given timeframes.

(e) Lessons Learnt: The consultant will assess lessons learnt in project design; implementation; procurement processes; monitoring and evaluation processes; risk management; resource allocation; reporting; the role, technical capacity and management of stakeholders; and the interaction between all relevant stakeholders.

5. QUALIFICATIONS AND EXPERIENCE

5.01 The lead Consultant(s) shall have academic qualifications in project monitoring and evaluation, project management, economics or an appropriate social science, including exposure to gender studies, at the post-graduate level.

5.02 Experience in evaluating donor-funded projects (including a gender lens) in the Caribbean context is highly desirable.

5.03 Experience in education is desirable, with at least seven years of experience conducting similar assignments. At least one year of experience working in the Region will be an asset.

6. DURATION

6.01 It is expected that the assignment will require a maximum of 30 person-days over a one-month period. The commencement of the assigned is scheduled for approximately January 2027.

7. REPORTING

7.01 The Consultant(s) will be required to submit to MOE and CDB the following reports. The deliverables of the contracting Individual Consultant are as follows:

(a) Two copies of an approved inception report three weeks following commencement of the consultancy including, a template of detailed qualitative and quantitative methodologies for mid-term evaluations. CDB and MOE will provide feedback within two weeks of receiving the report.

(b) Two copies of a draft final report on evaluation and assessment of all activities under each component of the programme. The report should include a thorough evaluation on the project's design, management (including cost and organisational management), implementation strategies and monitoring activities from project initiation until midterm point. CDB and MOE will provide feedback within two weeks of receiving the report.

(c) Two copies of a final evaluation report on findings from mid-term evaluation and assessment of the project during the implementation point. The report should provide lessons learnt and recommendations for effective implementation until project completion.

8. ORGANISATIONAL ARRANGEMENT

8.01 The Consultancy firm will report to the Project Coordinator and provide regular progress reports per the deliverables. The M&E Officer will be the project's main point of contact for organising meetings and act as a liaison between the Ministry of Education and the project during the assignment period.

9. LOCATION OF THE ASSIGNMENT

9.01 The assignment will be conducted on-site in St Lucia, and the consultant(s) will be required to work closely with the PCU and the Ministry of Education.

10. REMUNERATION

10.1 The compensation will be based on deliverables.

11. CHARACTERISTICS OF THE CONSULTANCY

Type of Consultancy:	Individual Consultancy
Contract Type:	Lump Sum
Payment method:	Deliverable based.

APPENDIX I

DRAFT TERMS OF REFERENCE

CONSULTANCY SERVICES TO DEVELOP AN ENTREPRENEURIAL PROGRAMMEME FOR SECONDARY SCHOOLS

1. BACKGROUND

1.01 The Department of Education seeks to strengthen the entrepreneurial capabilities of secondary school students in St Lucia. By leveraging the existing Caribbean Vocational Qualifications (CVQ) and the Caribbean Secondary Education Certificate (CSEC) subjects, this initiative aims to create a comprehensive entrepreneurial programme that equips students with the knowledge, skills, and mindset required for successful entrepreneurship in the country and Caribbean context. The Programme will integrate academic and vocational learning to prepare students for real-world entrepreneurial activities.

2. OBJECTIVE

2.01 The main objective of this consultancy is to design an entrepreneurial programme for secondary schools in St Lucia, aligning it with existing CVQ and CSEC subjects relevant to entrepreneurial culture among young learners and preparing them for economic participation as entrepreneurs.

3. SCOPE OF SERVICES

3.01 Specifically, the consultancy will undertake the following tasks to develop the programme, taking a gender and social inclusion lens to **each** step acknowledging the differential needs, enrolment and performance patterns of boys and girls in secondary schools to ensure targeted and differential approaches to males and females (for example, if indicated a female role model programme for technical subjects or a male mentorship programme for males, curriculum development that is not guided by gender stereotypes, instructional methods suited to males and females, sex-disaggregated data production etc.):

(a) Conduct a needs assessment to understand the entrepreneurial landscape, challenges, and opportunities in the country and[34] eastern Caribbean.
(b) Review existing CVQ and CSEC subjects applicable to entrepreneurship, such as Business Studies, Principles of Accounts, Principles of Business, Information Technology, and related vocational subjects.
(c) Identify gaps in the current curriculum that the entrepreneurial programme could fill.
(d) Develop a comprehensive curriculum framework for the entrepreneurial component, including ideation, business planning, financial literacy, digital marketing, product development, customer engagement, and sustainable business practices.
(e) Propose instructional methods that foster student creativity, problem-solving, and innovation.
(f) The programme design should Include hands-on projects, simulations, internships, and real-life entrepreneurial experiences.
(g) Map the entrepreneurial competencies and skills to be acquired through the programme to relevant CVQ/CSEC competencies/standards

(h) Identify potential certification pathways within the CVQ framework and how CSEC subjects can be aligned to entrepreneurial skills development.

(i) Engage with key stakeholders, including educators, vocational trainers, business leaders and policymakers, to ensure the programme aligns with educational objectives and regional market needs.

(j) Facilitate consultations with secondary school students and teachers to gather input and validate the relevance of the programme design.

(k) Develop teaching materials, guides, and resources for educators to deliver entrepreneurial programme effectively.

(l) Design student-centred learning materials that promote interactive and applied learning approaches.

(m) Propose a training and capacity-building plan for teachers to effectively deliver the entrepreneurial programme.

(n) Develop a mentorship component that connects students with local entrepreneurs and business professionals for guidance and support.

(o) Develop a monitoring and evaluation framework to track the effectiveness and impact of the programme on student outcomes.

(p) Include key performance Indicators such as student engagement, business start-ups by students and skills mastery.

4. QUALIFICATIONS AND EXPERIENCE

4.01 The firm should present a multidisciplinary team with advanced degrees in education, curriculum development and design, business, entrepreneurship, and gender studies. The firm should have extensive experience in curriculum design, specifically in entrepreneurial education and vocational training. Must prove that they have a strong understanding of the CVQ framework and CSEC subjects and their application to the context of Caribbean education. At least 5 years' experience working in Saint Lucia and the Caribbean or with similar educational systems.

(a) **Key Expert 1—**The Specialist must possess a postgraduate or advanced degree in Education, Curriculum Design, or a discipline closely related to the aforementioned education degree, along with a minimum of seven years of experience in curriculum design. The consultant should show proof of their track record in developing competency-based curricula emphasising entrepreneurship or business education. Additionally, they should have experience incorporating innovative teaching methods and digital tools to enhance learning and a solid understanding of the CVQ and CSEC frameworks.

(b) **Key Expert 2—**The Specialist must hold an advanced degree in Business, Entrepreneurship, Economics, or a discipline closely related to the aforementioned education degree and have a minimum of seven years of experience in designing business or entrepreneurship programmes. The consultant should possess a deep understanding of the regional environment and entrepreneurial needs within the Caribbean. They should have strong knowledge of business fundamentals, including financial literacy, marketing, business planning, and innovation. Experience in designing entrepreneurship education programmes, especially for youth or secondary education settings, is essential.

(c) **Key Expert 3 –** The Specialist should have an advanced degree in Project Management, Monitoring and Evaluation, Education or a related field. The consultant should have expertise in using data collection and analysis tools to track performance indicators and assess project impact. Strong knowledge of

educational outcomes measurement and experience in evaluating similar education or entrepreneurship programmes. At least five (5) years of experience designing and implementing M&E frameworks for educational or skills development programme. Familiarity with education systems in the Caribbean and experience in evaluating or monitoring entrepreneurship-related projects would be preferred

(d) Key Expert 4 – The Specialist should have a advanced degree in Social and Gender studies. At least five years working on gender and education projects are necessary and familiarity with the Caribbean gender context is preferred.

5. TIMELINE AND DELIVERABLES

5.01 The consultancy is expected to require a maximum of two years. Starting in March 2025 and ending in February 2027. The Consulting firm must submit the following reports to DOE and CDB. The deliverables of the consultancy are as follows:

(a) Two copies of an approved inception report three weeks following the commencement of the consultancy detailing the consultant's understanding of the assignment, the methodology, and a work plan. CDB and DOE will provide feedback within two weeks of receiving the report.

(b) Two copies of the needs assessment and situational analysis report. The report should include a comprehensive understanding of the current entrepreneurial education landscape in the country and the Caribbean, including gaps and opportunities within the existing CVQ and CSEC frameworks. It should identify the specific skills, knowledge, and competencies students need to succeed in the regional entrepreneurial ecosystem. Additionally, the analysis should highlight stakeholder insights, potential challenges, and resources required to implement entrepreneurial programmes effectively in secondary schools. CDB and DOE will provide feedback within two weeks of receiving the report.

(c) Two copies of the entrepreneurial programme framework. The framework should detail the curriculum framework, including instructional strategies and assessment tools, aligned with existing CVQ and CSEC subjects, as well as the teaching and learning resources developed for teachers and students, including lesson plans, activity guides, and practical tools for learning entrepreneurship. CDB and DOE will provide feedback within two weeks of receiving the report.

(d) Two copies of a final report on all deliverables outlined above, recommendations for implementation, and a detailed M&E plan to track the programme implementation and next steps.

6. REPORTING

6.01 The project Coordination unit will coordinate the consultancy. It will work closely with the Project Implementation Officer, who will be assigned by the MOE as a counterpart and coordinate the work of the Consultants and other relevant technical officers at MOE. The reports will be submitted as one electronic copy by email to the Caribbean Development Bank (CDB) and MOE.

7. CHARACTERISTICS OF THE CONSULTANCY

Type of Consultancy:	Consulting Firm
Procurement Method:	Quality-Based Selection (QCBS)
Contract Type:	Lump Sum

APPENDIX J

DRAFT TERMS OF REFERENCE

CONSULTANCY SERVICES TO DEVELOP A SEN AND AT-RISK STUDENTS EARLY IDENTIFICATION AND ASSESSMENT MECHANISM

1. BACKGROUND

1.01 The Government of Saint Lucia has prioritised improving the educational outcomes of students with Special Education Needs (SEN) by developing an early identification and assessment mechanism. This project aligns with the existing SEN policy and Education Sector Strategy, articulating the need to improve educational inclusion. Early identification and Intervention are critical to ensuring that students with SEN are identified early in their educational journey, enabling timely intervention and support. This project will develop a comprehensive mechanism for identifying, assessing, and providing interventions for students with SEN, ranging from early childhood through secondary education. The mechanism will be designed for educators, specialists and education officers to facilitate early diagnostic and timely intervention.

1.02 In addition, it has been identified in the context of Saint Lucia that boys' enrolment and performance is below the one of girls. This consultancy shall extend the early identification and assessment mechanism to all students at risk and tailoring respective response to them as well.

2. OBJECTIVE

2.01 The specific objective of this project is to design, pilot and implement a culturally responsive, early SEN and students at risk identification and assessment mechanism for students in St Lucia. The mechanism will enable educators to assess and identify students with cognitive, behavioural, emotional and sensory challenges and generally at risk of dropping out of school at the earliest possible stage and provide a pathway for tailored interventions.

Scope of Services

2.02 Specifically, the consulting firm will undertake the following tasks to develop the programme:

(a) Review current SEN and students at risk policy and existing identification mechanisms. Analyse the capacity of schools and educators to identify and support SEN and students at risk students using disaggregated data; review international best practices in early identification and assessment of SEN students and recommend those suitable for adaptation in Saint Lucia.

(b) Engage with key stakeholders, including the Ministry of Education, Ministry of Health, gender experts, teachers, parents, school administrators, and SEN professionals, to gain insights into the local needs, existing challenges, and expectations for the identification and assessment mechanism.

(c) Develop a culturally relevant diagnostic tool that can be applied at various educational levels (pre-primary, primary, and secondary). The tool should be user-friendly for teachers, education officers, and specialists and address students at risk and a wide range of SEN categories, including, but not limited to, learning deficiencies (literacy and numeracy), behavioural issues, emotional difficulties, sensory impairments, and physical disabilities.

(d) Design a training programme for teachers, education officers, and school administrators using the new EIS tool, including sensitisation to SEN and gender concepts. Facilitate training for the trainer's workshop, including training manuals and materials.

(e) Develop a detailed implementation plan for rolling out the tool nationally, as agreed by MOE, MOH, and CDB. The plan should include timelines, training schedules, resource requirements, and an M&E Framework. The M&E framework should include

clear indicators for tracking the assessment's effectiveness over time. The consultant(s) should ensure the plan includes recommendations for ongoing teacher support and professional development post-implementation.

(f) Submit a final report detailing the development process and the implementation strategy, including the M&E framework and training materials.

2.03 **Timeline and Deliverables—**It is anticipated that the consultancy will require a maximum of 100 person-days over a period of 12 months. The consultants should have post-graduate qualifications working in the field of child development, developing an enabling framework for early intervention including assessment/diagnosis and differentiated instruction, and qualifications in psychology, social psychology, psychometrics, sociology, and research. Local knowledge and understanding of the socio-economic conditions of St Lucia would be an asset. The Consulting firm must submit the following reports to DOE and CDB. The deliverables of the consultancy are as follows:

(a) Two copies of an approved inception report detailing the methodology, stakeholder engagement strategy, and a work plan two weeks following the commencement of the consultancy. CDB and DOE will provide feedback within two weeks of receiving the report.

(b) Two copies of an Initial Report: within three months of the commencement of the assignment, including **an analysis** of the EIS context and system in Saint Lucia and **a framework** for the proposed EIS system. GOSL and CDB will provide feedback to the report within two weeks of receiving the report.

(c) Draft Final Report: seven months after the commencement of the assignment, including the proposed system with cost estimates and specific support required for national implementation and the outline of the proposed training/capacity-building workshops for stakeholders and implementers of the EIS. CDB and GOGR will provide feedback upon receipt of the report.

(d) Final Report: ten months after commencement of the assignment, including the **finalised system** and **a report of the workshops**.

(e) **Team Composition and Experience —** The consultancy should be a multidisciplinary team with advanced degrees in Special Education, Psychology, Psychometrics, Educational Measurement, or a related field. The team should have extensive experience developing and administering EIS mechanisms. Experience working in Saint Lucia and the Caribbean or with similar educational systems is highly desirable and an asset.

(i) **Key Expert 1 –** A master's or PhD in Special Education, Education Psychology, or a related field, with at least ten years of experience in SEN education, including developing diagnostic tools. This expert will have overall project leadership, stakeholder consultation, tool design, and delivery of key project outputs.

(ii) **Key Expert 2 –** A master's or PhD in Psychometrics, Educational Measurement or a related field, with at least seven years of experience developing SEN assessment tools. The expert should know about the development and validation of the diagnostic tool, ensuring it is psychometrically sound and effective in the local context.

(iii) **Key Expert 3** – A master's in education, Special Education, or Teacher Training, with at least five years of experience designing and delivering teacher training programmes, particularly for SEN. This expert should know

about developing and delivering training workshops and preparing training materials.

(iv) **Key Expert 4** – A Bachelor's or Master's in M&E, Social Science, or Project Management, with at least five years of experience in M&E for educational projects, particularly SEN. This expert should know about developing an M&E framework and tools for monitoring the effectiveness of the diagnostic mechanism.

(v) Key Expert 5 – The Specialist should have a advanced degree in Social and Gender studies. At least five years working on gender and education projects are necessary and familiarity with the Caribbean gender context is preferred.

2.04 **Reporting—** The project Coordination unit will coordinate the consultancy. It will work closely with the Project Implementation Officer, who will be assigned by the MOE as a counterpart and coordinate the work of the Consultants and other relevant technical officers at MOE. The reports will be submitted as one electronic copy by email to the Caribbean Development Bank (CDB) and MOE.

3. CHARACTERISTICS OF THE CONSULTANCY

Type of Consultancy:	Consulting Firm
Procurement Method:	Quality-Based Selection (QCBS)
Contract Type:	Lump Sum

APPENDIX K

DRAFT TERMS OF REFERENCE

ENGINEERING CONSULTANCY SERVICES FOR DESIGN AND CONSTRUCTION SUPERVISION

1. BACKGROUND

1.01 The Government of Saint Lucia (GOSL) subscribes to the notion that education is an entitlement of all Saint Lucians and, as such, plays a critical role in their holistic development. In an ideal Saint Lucia, therefore, education would be universal and all children, would have equal access to quality schooling. However, despite the substantial investment and the laudable progress made by successive governments, important challenges remain with regard to the provision and maintenance of school infrastructure conducive to teaching and learning, instructional quality, and mechanisms for monitoring quality and equity.

1.02 GOSL has identified a number of priority areas for development, including the construction, and retrofitting of some of its educational facilities. These include seven primary schools and extension one secondary school (Soufrier Secondary).

1.03 GOSL wishes to engage Design Construction and Supervision Consultants (DCSC) to develop detailed designs, prepare bidding documents for procurement of works to construct these facilities, and provide construction supervision.

2. OBJECTIVE

2.01 The objectives of the assignment are as follows:

(a) to ensure that high quality construction is achieved and to ensure that all work is carried out in compliance with the engineering design, technical and environmental specifications and other contract documents; and
(b) to provide support to the executing agency in the execution of its project management functions, including its monitoring and evaluation functions, with respect to the Construction and Civil Works activities of the project.
(c) To ensure that environmental and social safeguards, including gender, are adhered too and risks being mitigated

3. SCOPE OF SERVICES

3.01 The Consultant(s) will perform duties of the "Engineer" as detailed in the "Conditions of Contract for Construction for Building and Engineering Works Designed by the Employer, Multilateral Development Bank Harmonised Edition, June 2010". At the start of the contract, the Consultant(s) will review all technical documentation, including the reports related to feasibility studies and designs, to ensure, *inter alia,* their technical adequacy with reference to the TOR for the design consultancy, and the adequacy of the expected programmeming of works. The requirements of the Saint Lucia National Building Code will be applied, and all designs will be informed by the relevant International Building Codes, including access for persons with physical disabilities to at least the ground floors of facilities. The supervision team will be composed of qualified and experienced experts, who can carry out construction supervision duties as a fully competent and independent unit. The scope of work is understood to cover all activities necessary to accomplish the objectives of the consultancy, whether or not a specific activity is cited in this TOR. The scope of services of the Consultant(s) will include, but not be limited to, the following:

(a) performing a least-cost analysis to determine the relative financial viabilities of proposed solutions, prior to the completion of the final designs. These designs should include RE/EE solutions and incorporate the results of the CVA;

(b) preparation of final designs, and bid documents in accordance with CDB's Standard Bidding Document, including:

(i) related construction cost estimates,
(ii) Identification and integration of climate adaptation and mitigation measures as recommended in the prototype guidelines for climate vulnerability assessment of school buildings and sites, and in the hazard assessment report and costed action plans for each of the seven primary schools prepared under the model safe school programmeme,
(iii) a draft Environmental and Social Management Plan (ESMP) for the expected construction works,
(iv) gender-sensitive infrastructure features related to safety and security (e.g. sufficient lighting, no blind spots etc), separate sanitary facilities for females and males and persons with disabilities, accessibility for persons with disability, needs to be ensured as well as integrating mitigation against gender risks, to include Gender-based violence as well as Sexual Exploitation, Abuse and Harassment (SEAH) in the ESMP;

(c) assistance in the pre-qualification of contractors, including the preparation of prequalification reports;
(d) assistance in the evaluation of bids including the preparation of bid evaluation reports;
(e) assistance in negotiation of the contracts for construction;
(f) monitoring compliance with the environmental and social, including gender, specifications/requirements stipulated in the contract documents (and in the ESMP) during construction and reporting same as part of the monthly progress report;
(g) revision of designs as appropriate to deal with unforeseen conditions which may arise during construction;
(h) preparation of monthly reports on the progress of works indicating any engineering difficulties or contractual issues affecting their efficient and timely execution - commencing one month after the start date as defined in the construction contract;
(i) inspecting construction for compliance with contract documents, including monitoring of environmental issues and conditions;
(j) certification of payment for construction work accepted;
(k) consultation and advice to GOSL during construction;
(l) certification of practical completion by the contractor(s) upon completion of construction contracts;
(m) inspecting the works periodically during the Defects Liability Period and issuing Defects Liability Certificates after rectification by the Contractor of defects; and
(n) preparation of a Contract Completion Report, including as-built drawings, for each construction contract, within six weeks of the date of issue of a Taking Over Certificate.
(o) Preparation of an Initial three-year Maintenance Plan for each completed facility, within six months of the date of issue of a Taking Over Certificate.

4. QUALIFICATIONS AND EXPERIENCE

4.01 The Consultant(s) 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.

(b) a minimum of ten years professional experience in the design and construction of buildings and works of a similar size and nature to those proposed under the Project.

(c) Proven experience in designing accessible, safe and secure infrastructure.

(d) strong spoken and written communication skills and fluency in the English language.

(e) A corporate/chartered membership or designation from the Association of Professional Engineers of Saint Lucia, or a recognised international engineering professional organisation is desirable.

(f) A minimum of ten years professional experience in managing environmental and social, including gender, safeguards during the construction phase.

4.02 The Consultant(s) must specify the qualifications and experience of each expert to be assigned to the project.

5. DURATION

5.01 The consultancy is expected to last for no more than 48 months from the date of contract signing.

6. REPORTING REQUIREMENTS

6.01 The Consultant(s) shall report to the Project Coordinator (PC) in the Project Implementation Unit (PIU). The Consultant(s) will furnish reports on the assignment as set out in the Scope of Services to GOSL and CDB both as bound documents and in electronic format. Five copies of the bound reports shall be provided to GOSL and one to CDB. An electronic copy of the complete report shall also be provided in Portable Document Format (PDF), or in other suitable electronic formats as may be agreed, either by email or on CD-ROM to GOSL and to CDB. Reports shall be submitted as indicated below, including reporting on environmental and social, including gender, safeguarding and related compliance. The Consultant shall produce:

(a) A Design Review Report: within four weeks after contract signing. The report will present the results of the design review, including any proposed revision to designs, project implementation programmeme and/or cost estimates.

(b) Monthly Reports: The Consultant(s) will, no later than the specified date of each month, prepare a progress report for each contract summarising the work accomplished for the preceding month. The report will outline any problems encountered (administrative, technical or financial) and recommend solutions. The reports will detail progress of ongoing works, include analysis and summaries of all test results, outline problems encountered, and shall record the status of payment of all contractors' monthly certificates, all claims for cost or time extensions, and of actions required of MOE, other GOSL agencies, utility companies or other stakeholders to permit unconstrained works implementation.

(c) Contract Completion Reports: The Consultant(s) will prepare a comprehensive Contract Completion Report, including as-built drawings, for each construction contract within 6 weeks of Taking Over of each contract. The reports shall summarise the method of construction, the construction supervision activities performed, actual implementation progress and costs compared to planned progress and costs, quality assurance and quality control results, technical issues addressed, and recommendations for improvements to future projects of similar nature that may be undertaken by the Employer.

(d) Initial Maintenance Plans: The Consultant(s) will prepare a comprehensive Initial threeyear Maintenance Plans for each completed facility within six months of Taking Over of each facility. Each plan shall indicate the resource allocations, frequency, timing and costs per annum of both routine and identified preventative maintenance activities.

APPENDIX L

DRAFT TERMS OF REFERENCE
CONSULTANCY FOR GENDER SENSITISATION TRAINING

1. BACKGROUND

1.01 In Saint Lucia, efforts to enhance gender equity in education have made strides over the past decades. However, gender biases and stereotypes remain persistent challenges within schools and communities, often impacting students' academic performance, subject choices, career aspirations, and social well-being. Traditional gender roles can discourage girls from pursuing STEM-related subjects, while boys may face pressures that limit their interest in arts or humanities. These challenges are further compounded by the limited availability of gender-sensitive teaching practices and resources within the education system, contributing to unequal educational outcomes and reinforcing gender-based barriers in the workforce. The Ministry of Education recognises the need for a gender-sensitive approach within educational frameworks to promote inclusivity, equity and a safe learning environment for all students. A gender sensitisation initiative for educators, administrators, and stakeholders is essential to address these issues by creating awareness, challenging stereotypes, and fostering gender-responsive practices across schools. By integrating gender sensitivity into the education system, this project aims to empower educators to support diverse students' needs, create inclusive classrooms, and inspire students to pursue a broad range of academic and career paths free from gender bias.

1.02 This initiative aligns with national and international goals, including SDG 5 on gender equality and SDG 4 on quality education, ensuring that Saint Lucia's education system promotes equal opportunities for all students. Through training, curriculum adaptation, and resource development, the project seeks to build an education culture that champions gender equality, benefitting students and contributing to a more inclusive and equitable society.

GOAL & OBJECTIVE

2.01 The overarching goal of the consultancy is to provide all persons involved in the teaching profession benefitting from PERT through training with the necessary awareness, understanding, tools and skills to enhance gender equality through education and avoid gender stereotypes in education impacting educational outcomes and male and female students in subjects selection and career choices in the long-term. This will be achieved via building internal capacity of the Ministry of Education through a training of trainers module and through the roll-out of gender sensitisation trainings and guided peer-learning sessions.

2.02 The Objectives of the training sessions are to sensitise the participants about:

(a) Distinguishing between sex and gender.
(b) Understanding the social construction of gender.
(c) Examining the agents of socialisation that create and maintain gender stereotypes.
(d) Addressing stereotypes and inequalities.
(e) Identifying and overcoming unconscious gender bias in curriculum materials and teaching.

SCOPE OF CONSULTANCY SERVICES

3.01 The Consultant(s) will be responsible for:

(a) Development and submission of a training plan and plan for the roll-out of the training training.
(b) Development and provision of training materials including printouts, case studies and PowerPoint presentations.

(c) Collaboration with the PCU to ensure the successful implementation of training content.
(d) Conducting pre and post evaluation assessment of training participants.
(e) Usage of interactive techniques to foster understanding and learning. These can consist of group discussions, closed survey techniques, focus groups, etc.

4. SKILLS & KNOWLEDGE OF CONSULTANT

4.01 The consultant(s) should have appropriate professional and academic qualifications.

Qualification/Education:

(a) Advanced University Degree (minimum bachelor's degree in Gender Studies, Development Studies, Social Sciences, or other related fields).

Experience and Skills:

(a) At least five years of experience in the management of Gender Equality programmes, Gender Mainstreaming or women & men empowerment policies/projects/programmes; knowledge of gender equality at the institutional level.
(b) At least three years of experience at the intersection of gender and education.
(c) Experience and/or understanding of systems, frameworks, and structures particularly those related to Gender Equality and empowerment of men and women both in programme and operations.
(d) Knowledge of Gender-related issues affecting men and women specifically in the Caribbean as well as Saint Lucia.
(e) Experience in the implementation of Gender Sensitisation Training.

Personal skills: Managerial and administrative skills coupled with comprehensive field knowledge, documentation, and presentation skills. Excellent oral and written communication skills.

5. DURATION OF CONSULTANCY

5.01 The duration of the training will be one year.

6. NUMBER OF PARTICIPANTS

PERT beneficiaries:

7. IMPLEMENTATION AND REPORTING

7.01 The Consultant will be supervised by the PCU. The PCU shall provide the necessary support to the consultant in arranging training sessions.

7.02 The reporting requirements are:

(a) Training plan and plan for implementation of training.
(b) Training materials.
(c) Quarterly reports on the results of the trainings.
(d) Final evaluation report.

DRAFT TERMS OF REFERENCE
IMPACT EVALUATION OF THE ENTREPRENEURIAL PROGRAM IN SECONDARY SCHOOLS IN SAINT LUCIA

1. BACKGROUND

1.01 The Ministry of Education in Saint Lucia, in collaboration with national and regional partners, has implemented an Entrepreneurial Program in secondary schools to equip students with entrepreneurial skills, foster innovation, and enhance employability. The program forms part of a broader strategy to diversify the education system, provide alternative career pathways, and support national development goals through economic empowerment and job creation. An impact evaluation is now required to assess the effectiveness of this initiative and inform it scaling and refinement.

2. PURPOSE OF THE EVALUATION

2.01 The purpose of this evaluation is to assess the impact of the Entrepreneurial Program on student outcomes, teaching practices, and school-community linkages. It will provide evidence on the program's effectiveness, sustainability, and contribution to broader education and labour market objectives.

3. OBJECTIVES

3.03 The specific objectives of the evaluation are to:

a) Assess the program's impact on students' entrepreneurial knowledge, attitudes, and competencies
b) Evaluate how the program has influenced students' career aspirations and readiness for self-employment.
c) Examine changes in instructional practices and school-level implementation.
d) Identify enabling factors and constraints to successful delivery
e) Provide recommendations for scaling and sustaining the program.

4. SCOPE OF CONSULTANCY SERVICES

4.01 The Consultant(s) or evaluation team will be responsible for:

a) Reviewing program design, implementation modalities, and relevant documentation.
b) Developing an evaluation framework, including theory of change and indicators.
c) Conducting data collection (quantitative and qualitative) across a sample of participating and, where feasible, non-participating schools.
d) Analyzing the impact of the program on targeted outcomes.
e) Preparing an evaluation report with key findings, lessons learned, and actionable recommendations.

5. METHODOLOGY

A mixed-methods approach is expected, incorporating:

- Quantitative methods: Pre- and post-surveys of students, as well as baseline and end-line performance metrics.

- Qualitative method: Focus groups with students and teachers, interviews with principals and program stakeholders, case studies of student-led projects
- Comparative analysis: If feasible, the inclusion of control or comparison schools
- Gender and equity considerations must be integrated throughout the evaluation process

6. SKILLS & KNOWLEDGE OF CONSULTANT

The consultant team should possess the following:

- Advanced University Degree in Education, Economics, Public Policy, or related field.
- At least 5 years of experience in education program evaluation, preferably in the Caribbean context.
- Demonstrated experience in impact evaluation methodologies.
- Strong analytical, report writing and facilitation skills
- Familiarity with TVET and entrepreneurship education is an asset

7. DURATION OF CONSULTANCY

The assignment is expected to be completed over 12 weeks, starting from the date of contract signing. A detailed timeline will be finalized in consultation with the Ministry of Education.

8. DELIVERABLES

The Consultant will be expected to provide:

i. Inception Report (including methodology, workplan, and data collection tools)
ii. Draft Evaluation Report
iii. Final Evaluation Report (including executive summary and presentation)
iv. Data collection instruments and anonymized dataset

APPENDIX M

PROCUREMENT PLAN

I. General

1. **Project Information:**

   Country: Saint Lucia

   Borrower: Government of Saint Lucia

   Project Name: Programmeme for Education Realignment and Transformation

   Project Implementing Agency (PIA): Ministry of Education

2. **Bank's Approval Date of the Procurement Plan**: November 30, 2024

3. **Period Covered by This Procurement Plan:** December 12, 2024 – December 31, 2025

II. Goods and Works and Non-Consulting Services

1. Prior Review Threshold: Procurement decision subject to Prior Review by the Bank as stated in the Procurement Procedures:

2.

	Selection Method	Prior Review Threshold	Comments
1.	ICB (Goods)	All subject to prior review	
3.	RB (Goods)	All subject to prior review	
5.	ICB (Works)	All subject to prior review	
6.	NCB (Works)	All subject to prior review	

Prequalification: No necessity for pre- qualification identified.

3. Reference to (if any) Project Operational/Procurement Manual: **Procurement Policy for Projects Financed by CDB (2019) and *[the Procurement Procedures for Projects Financed by CDB (January, 2021)]***

4. Any Other Special Procurement Arrangements: **NONE**

5. Procurement Packages with Methods and Time Schedule

1	2	3	4	5	6	7	8	9
Ref No.	**Contract (Description)**	**Estimated Cost (USD $' 000)**	**Selection Method**	**Prequalifi-cation (Yes/No)**	**Regional Preference (Yes/No)**	**Review by Bank (Prior/ Post)**	**Expected Bid-Opening Date**	**Comments**
	Construction of the Soufriere Comprehensive Secondary School and expand and refurbish the staff administrative section.	2,954,771	ICB	NO	No	Prior	8/12/2025	
	Construction of new Special Education Needs Schools at Vieux Fort.	3,377,492	ICB	NO	No	Prior	8/12/2025	
1.	Rehabilitation of Castries Comprehensive School TVET Laboratory	650,000	NCB	No	No		4/15/2026	
2.	Rehabilitation of Beanefield Secondary TVET Laboratory	750,000	NCB	NO	No		4/15/2026	
3	Rehabilitation of a) Bexon Primary, b) Camille Henry Memorial, c) Canaries Primary, d) Dennery Primary, e) Gordon and Walcott Memorial Methodist, f) Soufriere	3,048,221	NCB	NO	No		4/15/2026	

	Primary, g) Vieux Fort Primary							
4.	GOODS							
	Provision of equipment for Food and Nutrition, Building Technology, and Auto-Mechanic workshop/laboratories for TVET. And Kits for Entrepreneurship programme.	550,000	ICB	NO	No		12/19/2025	
	Provision of assessment materials for EIS	100,000	RCB	NO	No		5/21/2025	
	Provision of materials for the Entrepreneurship programmeme.	100,000	RCB	NO	No		5/21/2025	
	Provision of SEN furnishing and equipment for newly constructed schools.	500,000	ICB	NO	No		12/19/2025	

Consulting Services

1. **Prior Review Threshold:** Procurement decision subject to Prior Review by the Bank as stated in the Procurement Procedures:*]*

	Selection Method	Prior Review Threshold	Comments
1.	***Firms: QCBS***	All subject to prior review	
2.	***Individual Consultant Selection***	All subject to prior review	
3	***Non-Bank Financed***		

Short list comprising entirely of national consultants: Not Applicable

2. Reference to (if any) Project Operational/Procurement Manual: ***Procurement Policy for Projects Financed by CDB (2019) and the Procurement Procedures for Projects Financed by CDB (January, 2021).***

3. Any Other Special Procurement Arrangements: NONE

4. Procurement Packages with Selection Methods and Time Schedule

1	2	3	4	5	6	7
Ref No.	Assignment (Description)	**Estimated Cost (USD $'000)**	**Selection Method**	**Review by Bank (Prior/Post)**	**Expected Proposal Submission Date**	**Comments**
1.	Project Coordinator (PC)	288,000	ICS	Prior	04/3/2025	
2.	Project Officer–Engineer (POE)	230,400	ICS	Prior	04/3/2025	
3.	Project Officer – Procurement (POP)	192,000	ICS	Prior	04/3/2025	
4.	Project Accountant	182,400	ICS	Prior	04/3/2025	
5.	Accounts Clerk		NBF		04/3/2025	Will be appointed by the GOSL
6.	Monitoring and Evaluation Officer(M&E)	153,600	ICS		04/3/2025	
7.	Communications Officer	153,600	ICS		04/3/2025	
8.	Administrative Assistant		NBF		04/3/2025	Will be appointed by the GOSL
9.	Driver/Office Assistant		NBF		04/3/2025	Will be appointed by the GOSL

10.	Consultancy services to provide construction supervision services infrastructure works for Special Education Needs Schools at Vieux Fort and Soufriere Comprehensive Secondary School (Annex)	608,727	QCBS	Prior	9/8/2025	
11.	Consultancy services to provide construction supervision of the infrastructure works for Castries Comprehensive School and Beanefield Secondary TVET Laboratory	134,530	QCBS	Prior	9/8/2025	
12.	Consultancy services to provide design and construction supervision of the infrastructure works for seven GPE climate resilience schools.	423,524	QCBS	Prior	9/8/2025	
13.	Consultancy to facilitate the development of the entrepreneurial program, which will utilise existing CVQ and CSEC subjects/modules and a costed action plan to inform the implementation of this new programmeme as a pilot in the flagship schools.	250,000	QCBS	Prior	9/9/2025	
14.	Development and implementation of an early identification system (EIS) for students with special education needs	150,000	QCBS	Prior	8/22/2025	
15	Consultancy to conduct an impact evaluation of the entrepreneurial program	200,000	QCBS	Prior	6/15/2027	
16	Consultancy to conduct a mid-term evaluation	149,999	QCBS	Prior	9/9/2027	

1.	Technical Vocational Education and Training degree programmme	253,923	DS		8/25/2025	
2.	Inservice training for TVET officers and teachers	321,581	CQS		5/26/2026	
3.	Early Childhood Development degree programmeme	336,205	DS		7/25/2025	
4.	Inservice training for ECD officers and teachers:	945,400	CQS	Prior	3/27/2026	
5.	Special Education Needs (Various)					
6.	PD Certificate in SEN training for 300 school leaders, at 3,162.50	948,750	DS	Prior	6/18/2025	
1.	Reading assessment training – 100 teachers at 200.00	20,000	CQS	Prior	6/18/2025	
2.	Psychometry Micro credential – 20 school councilors at 6,000.00	120,000	QBS	Prior	6/18/2025	
3.	Masters Level – speech and language pathology – 3 officers at 40,000.00	120,000	DS	Prior	6/18/2025	
4.	Masters Level, 3 officers Occupational therapy at 40,000	120,000	DS	Prior	6/18/2025	
5.	Masters Level – 3 Officers – Physical therapy at 40,000.00	120,000	DS	Prior	6/18/2025	
6.	Masters Level – 3 Officers – Education Diagnostician at 40,000.00	120,000	DS	Prior	6/18/2025	

Implementing Agency Procurement Capacity Building Activities with Time Schedule

In this section the agreed Procurement Capacity Building Activities are listed with time schedule.

No.	Expected Outcome/ Activity Description	Estimated Cost	Estimated Duration	Start Date	Comments
	Project Launch		2 days	May 2025	
	In depth Procurement Training		2 days	May2025	
	Procurement Training	-	21 days	February 2025	

1	2	3	4	5	6	7
Ref No.	Assignment (Description)	**Estimated Cost (USD $'000)**	**Selection Method**	**Review by Bank (Prior/Post)**	**Expected Proposal Submission Date**	**Comments**
15.	Project Coordinator (PC)	288,000	ICS	Prior	04/3/2025	
16.	Project Officer–Engineer (POE)	230,400	ICS	Prior	04/3/2025	
17.	Project Officer – Procurement (POP)	192,000	ICS	Prior	04/3/2025	
18.	Project Accountant	182,400	ICS	Prior	04/3/2025	
19.	Accounts Clerk		NBF		04/3/2025	Will be appointed by the
20.	Monitoring and Evaluation Officer(M&E)	153,600	ICS		04/3/2025	
21.	Communications Officer	153,600	ICS		04/3/2025	
22.	Administrative Assistant		NBF		04/3/2025	Will be appointed by the
23.	Driver/Office Assistant		NBF		04/3/2025	Will be appointed by the
24.	Consultancy services to provide construction supervision services infrastructure works for Special Education Needs Schools at Vieux Fort and	608,727	QCBS	Prior	9/8/2025	

25.	Consultancy services to provide construction supervision of the infrastructure works for Castries Comprehensive	134,530	QCBS	Prior	9/8/2025	
26.	Consultancy services to provide design and construction supervision of the infrastructure works for	423,524	QCBS	Prior	9/8/2025	
27.	Consultancy to facilitate the development of the programme, which will utilise existing CVQ and CSEC subjects/modules and a costed action plan to inform the implementation of this	250,000	QCBS	Prior	9/9/2025	
28.	Development and implementation of an early identification system (EIS) for students with special education	150,000	QCBS	Prior	8/22/2025	
7.	Technical Vocational Education and Training degree programmeme	253,923	DS		8/25/2025	
8.	Inservice training for TVET officers and teachers	321,581	CQS		5/26/2026	
9.	Early Childhood Development degree programmeme	336,205	DS		7/25/2025	
10.	Inservice training for ECD officers and teachers:	945,400	CQS	Prior	3/27/2026	
11.	Special Education Needs					

	(Various)					
12.	PD Certificate in SEN training for 300 school leaders, at 3,162.50	948,750	DS	Prior	6/18/2025	
7.	Reading assessment training – 100 teachers at 200.00	20,000	CQS	Prior	6/18/2025	
8.	Psychometry Micro credential – 20 school councilors at 6,000.00	120,000	QBS	Prior	6/18/2025	
9.	Masters Level – speech and language pathology – 3 officers at 40,000.00	120,000	DS	Prior	6/18/2025	
10.	Masters Level, 3 officers Occupational therapy at 40,000	120,000	DS	Prior	6/18/2025	
11.	Masters Level – 3 Officers – Physical therapy at 40,000.00	120,000	DS	Prior	6/18/2025	
12.	Masters Level – 3 Officers – Education Diagnostician at 40,000.00	120,000	DS	Prior	6/18/2025	

APPENDIX N

PROJECT COST, PHASING AND FINANCING PLAN
USD

COMPONENTS	CDB				COUNTERPART	TOTAL
	OCR E&M (LOAN)	SDF (LOAN)	GPE (GRANT)	TOTAL		
2025						
Project Preparation	-	-	-	-	124,000	124,000
Land	-	-	-	-	6,750,000	6,750,000
Engineering and Construction-related Services	166,581	-	-	166,581	-	166,581
Infrastructure Works	2,583,593	1,935,565	151,511	4,670,669	-	4,670,669
Goods	-	-	-	-	-	-
Institutional Strengthening	-	-	62,500	62,500	-	62,500
Capacity Building	-	-	1,516,412	1,516,412	-	1,516,412
Project Management	374,250	-	-	374,250	44,444	418,694
Base Cost	**3,124,424**	**1,935,565**	**1,730,423**	**6,790,412**	**6,918,444**	**13,708,856**
Physical Contingency	312,442	193,557	125,675	631,674	4,444	636,118
Price Contingency	68,737	42,582	37,122	148,442	978	149,419
Total Project Cost	**3,505,604**	**2,171,704**	**1,893,220**	**7,570,528**	**6,923,866**	**14,494,394**
IDI	-	-	-	-	107,137	107,137
Commitment Fee	-	-	-	-	88,260	88,260
Total Financing	**3,505,604**	**2,171,704**	**1,893,220**	**7,570,528**	**7,119,263**	**14,689,791**
Percentage Financing	**24%**	**15%**	**13%**	**52%**	**48%**	**100%**
2026						
Project Preparation	-	-	-	-	-	-
Land	-	-	-	-	-	-
Engineering and Construction-related Services	833,620	-	-	833,620	-	833,620
Infrastructure Works	4,097,619	723,756	-	4,821,375	-	4,821,375
Goods	1,050,000	-	65,000	1,115,000	-	1,115,000
Institutional Strengthening	-	-	350,000	350,000	-	350,000
Capacity Building	808,993	-	632,007	1,441,000	-	1,441,000
Project Management	374,250	-	-	374,250	44,444	418,694
Base Cost	**7,164,482**	**723,756**	**1,047,007**	**8,935,245**	**44,444**	**8,979,689**
Physical Contingency	692,178	72,376	75,240	839,795	4,444	844,239
Price Contingency	317,409	32,164	45,339	394,912	1,975	396,887

COMPONENTS	CDB				COUNTERPART	TOTAL
	OCR E&M (LOAN)	SDF (LOAN)	GPE (GRANT)	TOTAL		
Total Project Cost	**8,174,069**	**828,295**	**1,167,586**	**10,169,951**	**50,863**	**10,220,815**
IDI	-	-	-	-	519,742	519,742
Commitment Fee	-	-	-	-	51,842	51,842
Total Financing	**8,174,069**	**828,295**	**1,167,586**	**10,169,951**	**622,448**	**10,792,399**
Percentage Financing	**76%**	**8%**	**11%**	**94%**	**6%**	**100%**
2027						
Project Preparation	-	-	-	-	-	-
Land	-	-	-	-	-	-
Engineering and Construction-related Services	166,591	-	-	166,591	-	166,591
Infrastructure Works	958,032	-	-	958,032	-	958,032
Goods	-	-	-	-	-	-
Institutional Strengthening	-	-	348,000	348,000	-	348,000
Capacity Building	-	-	237,274	237,274	-	237,274
Project Management	374,250	-	-	374,250	44,444	418,694
Base Cost	**1,498,873**	-	**585,274**	**2,084,147**	**44,444**	**2,128,591**
Physical Contingency	149,887	-	40,969	190,856	4,444	195,301
Price Contingency	100,917	-	38,331	139,248	2,992	142,241
Total Project Cost	**1,749,678**	-	**664,574**	**2,414,252**	**51,881**	**2,466,133**
IDI	-	-	-	-	754,947	754,947
Commitment Fee	-	-	-	-	10,257	10,257
Total Financing	**1,749,678**	-	**664,574**	**2,414,252**	**817,085**	**3,231,337**
Percentage Financing	**54%**	**0%**	**21%**	**75%**	**25%**	**100%**
2028						
Project Preparation	-	-	-	-	-	-
Land	-	-	-	-	-	-
Engineering and Construction-related Services	-	-	-	-	-	-
Infrastructure Works	193,307	-	-	193,307	-	193,307
Goods	-	-	-	-	-	-
Institutional Strengthening	-	-	-	-	-	-
Capacity Building	-	-	237,108	237,108	-	237,108
Project Management	374,250	-	-	374,250	44,444	418,694

COMPONENTS	CDB				COUNTERPART	TOTAL
	OCR E&M (LOAN)	SDF (LOAN)	GPE (GRANT)	TOTAL		
Base Cost	**567,557**	**-**	**237,108**	**804,665**	**44,444**	**849,109**
Physical Contingency	56,756	-	16,598	73,353	4,444	77,798
Price Contingency	51,463	-	20,913	72,377	4,030	76,407
Total Project Cost	**675,776**	**-**	**274,619**	**950,395**	**52,918**	**1,003,314**
IDI	**-**	**-**	**-**	-	802,453	802,453
Commitment Fee	**-**	**-**	**-**	-	1,774	1,774
Total Financing	**675,776**	**-**	**274,619**	**950,395**	**857,145**	**1,807,541**
Percentage Financing	**37%**	**0%**	**15%**	**53%**	**47%**	**100%**
GRAND TOTAL						
Project Preparation	-	-	-	-	124,000	124,000
Land	-	-	-	-	6,750,000	6,750,000
Engineering and Construction-related Services	1,166,792	-	-	1,166,792	-	1,166,792
Infrastructure Works	7,832,551	2,659,321	151,511	10,643,383	-	10,643,383
Goods	1,050,000	-	65,000	1,115,000	-	1,115,000
Institutional Strengthening	-	-	760,500	760,500	-	760,500
Capacity Building	808,993	-	2,622,801	3,431,794	-	3,431,794
Project Management	1,497,000	-	-	1,497,000	177,776	1,674,776
Base Cost	**12,355,336**	**2,659,321**	**3,599,812**	**18,614,469**	**7,051,776**	**25,666,245**
Physical Contingency	1,211,264	265,933	258,482	1,735,679	17,776	1,753,455
Price Contingency	538,527	74,746	141,705	754,979	9,975	764,954
Total Project Cost	**14,105,127**	**3,000,000**	**4,000,000**	**21,105,127**	**7,079,527**	**28,184,654**
IDI	-	-	-	-	2,184,279	2,184,279
Commitment Fee	-	-	-	-	152,133	152,133
Total Financing	**14,105,127**	**3,000,000**	**4,000,000**	**21,105,127**	**9,415,940**	**30,521,066**
Percentage Financing	**46%**	**10%**	**13%**	**69%**	**31%**	**100%**

ESTIMATED QUARTERLY DISBURSEMENT SCHEDULE
(USD)

YEAR	QUARTER	OCR E&M (LOAN)	SDF (LOAN)	GPE (GRANT)	TOTAL	CUMULATIVE
2025	Q1	350,560	-	-	350,560	350,560
	Q2	350,560	-	-	350,560	701,121
	Q3	2,103,362	-	1,325,254	3,428,616	4,129,737
	Q4	701,121	2,171,704	567,966	3,440,791	7,570,528
Sub-total		**3,505,604**	**2,171,704**	**1,893,220**	**7,570,528**	**7,570,528**
2026	Q1	2,860,924	207,074	58,379	3,126,377	10,696,905
	Q2	1,226,110	207,074	350,276	1,783,460	12,480,365
	Q3	2,452,221	207,074	350,276	3,009,571	15,489,936
	Q4	1,634,814	207,074	408,655	2,250,543	17,740,479
Sub-total		**8,174,069**	**828,295**	**1,167,586**	**10,169,951**	**17,740,479**
2027	Q1	1,049,807	-	232,601	1,282,408	19,022,886
	Q2	87,484	-	-	87,484	19,110,370
	Q3	524,903	-	431,973	956,877	20,067,247
	Q4	87,484	-	-	87,484	20,154,731
Sub-total		**1,749,678**	**-**	**664,574**	**2,414,252**	**20,154,731**
2028	Q1	337,888	-	274,619	612,507	20,767,238
	Q2	101,366	-	-	101,366	20,868,604
	Q3	101,366	-	-	101,366	20,969,971
	Q4	135,155	-	-	135,155	21,105,127
Sub-total		**675,776**	**-**	**274,619**	**950,395**	**21,105,127**
TOTAL		**14,105,127**	**3,000,000**	**4,000,000**	**21,105,127**	**21,105,127**

APPENDIX P

DETAILED ENVIRONMENTAL ANALYSIS

1. PERT is classified as Category B based on the scope of infrastructure works and the sites for the new Vieux Fort SEN, the new block on Soufriere Comprehensive and the retrofitting and remedial works at the TVET facilities and the primary schools which are existing structures.

2. The site of the new block of the Soufriere Comprehensive Secondary is on the existing school compound and is already a brownfield site. The site is bordered by existing blocks of the school that accommodate both classes and the staff room and office area, while the fencing perimeter is on the other side of the school.

3. The site of the Vieux Fort SEN school is on a cleared, flat parcel of land located in an urbanised area within Vieux Fort, and in close proximity to the Beanfield Secondary School. Currently, farmers in the community graze their livestock on the site informally. The site is bordered by an earthen drain, the main road, the Beanfield School and open land.

4. Identified environmental and social risks were identified based on the screening done at the site visit as the only instrument available for identification and management of these risks is an environmental and Social Management Plan for the new block on Soufriere Comprehensive Secondary School. An ESMP is required for the Vieux Fort SEN, the Beanfield Secondary, Castries Comprehensive School and the targeted seven primary schools.

5. During the site screening done the risks that were identified at all sites except the new block of Soufriere Comprehensive were inadequate drainage, soil erosion and health and safety concerns particularly as work will be undertaken on sites that are active school compounds. These risks have not been properly and independently scoped and are targeted to be detailed during the consultancy for review, design and construction supervision. Management of these environmental risks, as in all other projects are critical to the execution of the project within time and budget.

6. The following are identified risks for the construction of new schools and rehabilitation work on the existing schools:

Construction Risks (negative):

(a) Air quality degradation due to dust emissions from the construction activities. This is particularly significant at the sites near to or within the existing school compounds.
(b) Increased noise and vibration due to vehicle movement and transportation of equipment to the site.
(c) Generation of solid and liquid waste due to accidental spillage from construction equipment and construction waste.
(d) Improper disposal of hazardous waste such as solvents and man-made fibres.
(e) Health and safety risks for the students, teachers, other school staff, community and workers.
(f) Poor traffic management, particularly at the construction site for Vieux Fort.

Operational Risks (Negative):

(a) At the Vieux Fort site there is a potential for increased runoff, that if not channelled properly could result in poor drainage issues.

7. Mitigation measures to address the negative risks at the new block in Soufriere Comprehensive are summarised as follows:

(a) Contractor's Environmental, Social, Health and Safety Management Plan (C-ESHSMP) to include training of workers and subcontractor, provision and use of

safety equipment, and signage.

(b) Appropriate stockpile management, use of safety nets, wetting and truck wheel washing stations.

(c) Classes near construction site will be rescheduled during heavy construction activities, and noisy works will also be scheduled around class activities and sited at strategic locations.

(d) Separation of hazardous waste and disposal of waste streams at approves sites.

(e) Scheduling of movement of trucks and heavy equipment in non-peak hours, and alternative parking arrangements for school staff.

(f) A certified contractor to be engaged to dispose of liquid waste from toilet facilities.

8. While ESMPs have not been prepared for the TVET facilities on Beanfield and Castries, and for the seven primary schools to be rehabilitated, detailed ESMPs and CDB's review and no-objection will be a condition precedent for disbursement for infrastructure works for these sites. These ESMPs are expected to be prepared by the Consulting Engineer. The approval of the Development Control Authority is also a critical step before infrastructure works are to take place and is the responsibility of both the Project Steering Committee and the Project Coordinator.

DETAILED CLIMATE VULNERABILITY AND RISK ASSESSMENT

1. Saint Lucia and the project sites are all vulnerable to the impacts of decreasing rainfall, high intensity rainfall events and intense tropical cyclones. These hazards result in drought, floods, landslides and high winds. In addition to these climate-related hazards, the project sites also have low to moderate susceptibility to earthquakes and tsunamis. These events can cause severe damage to physical infrastructure.

2. Tropical storms and hurricanes bring heavy rainfall that generates excess runoff and overland flow. Coastal flooding as a result of storm surges and high winds are also common during tropical cyclones. Flooding in Saint Lucia occurs in a variety of forms; flash floods, riverine floods, land-based flooding, coastal/tidal flooding and ponding. While floods may be caused by tropical cyclones, these events can also occur as a result of prolonged and intense rains which are exacerbated by antecedent conditions of high soil moisture content. Saint Lucia's mountainous profile makes it vulnerable to landslides that range from debris flows to rockslides.

3. The risk of these events not only impact the school, but schools in Saint Lucia are also used as shelters when persons have been displaced after disasters. The climate adaptation measures are meant to build resilience of the school infrastructure to operate on a normal basis as an educational facility as well as a shelter during disaster response and recovery periods.

4. A Climate Vulnerability Assessment (CVA) was prepared only for the Vieux Fort SEN and prototype guidelines for CVAs of school buildings and sites were used to guide the assessment of hazard exposure, impact, vulnerability, adaptive capacity and then the determination of adaptation and mitigation measures to be integrated in the design of the new schools and rehabilitation of the existing schools. The CVA for Vieux Fort SEN determined that the major risk at this site is decreased precipitation leading to prolonged dry conditions or drought. This can trigger water scarcity issues manifested in shortages in drinking water supply and water for hygiene purposes. There is also a moderate risk of higher average temperatures resulting in heat stress. Strong winds and flooding particularly associated with tropical cyclones are also moderate risks at the Vieux Fort SEN site.

5. Climate adaptation measures included in the design are inclusion of hurricane resistant roof and windows, and increasing in on-site water storage at the Vieux Fort SEN and new block of the Soufriere Comprehensive School. In addition, the seven GPE primary schools were assessed for both climate and geophysical hazards, and adaptation measures to reduce climate vulnerability were identified and

costed. These schools are also designed to convert to disaster shelters and therefore the following adaptation measures reflect the infrastructure works to facilitate this conversion:

(a) Upgrade of storm drains for flood protection
(b) Installation of hurricane resistant rooftops
(c) Installation of hurricane resistant doors and windows
(d) Sewer upgrades to accommodate shelter needs
(e) Increase in on-site water storage

6. Solar-powered installations and wiring are also included as a climate mitigation measure in the seven GPE primary schools.

APPENDIX Q

SUMMARY OF RISK ASSESSMENT AND MITIGATION MEASURES

Key Risks	Description of Risk	Likelihood of Risk	Mitigation Measure
Operational	Delays in construction due to weather, or contractor's performance	Moderate	To mitigate this risk, the contractor would be asked to undertake works ahead of severe weather events, which can significantly reduce impact. The contractor's capacity to undertake the project will also be strictly assessed from the onset of the procurement process, and a time contingency will also be built.
Institutional	Resistance from teachers or principals to adopt new SEN and TVET programmemes.	Minor	To mitigate this risk, change management sessions will be facilitated to build buy-in from teachers, principals and education officers. Community engagement from the start with key stakeholders could be a mitigation measure.
	Inadequate maintenance of retrofitted or newly constructed facilities.	Moderate	A mitigation strategy would be to develop a maintenance plan with clearly assigned responsibilities, train local staff on basic maintenance procedures, and ensure the government's continued commitment to financial support for school maintenance.
Financial	The inability to complete infrastructure projects, purchase equipment, or implement training programmes due to inflation and supply chain issues	Low	The mitigation strategy will include integrating price contingencies into the budget. Encourage suppliers/contractors to frontload inventory where applicable.

OFFICE OF RISK MANAGEMENT COMMENTARY

Obligor Name	**GOSL**			**Obligor Category**		Sovereign	
				Loan Purpose		Loan	
Country Rating	iB	**Outlook**	stable	**Risk Monitoring Category**	None	**Borrower Rating/ Outlook (if different):**	N/A
External Ratings	**Standard and Poor's (S&P)**	N/A	**Moody's**	N/A	**Fitch**	N/A	
OCR Lending/Repayment history (all times) (USD mn) – as of 31-Oct-2024							
Approvals to Country	234.4	**Disbursements**	133.0	**Repayments**	60.2		
Current commitments (USD mn)							
Undisbursed Balance	101.4	**Outstanding**	72.8	**New OCR Proposed**	14.1	**Total Current/ Future Commitments**	174.2 188.3
Exposure (Outstanding + 50% of Undisbursed) (USD mn)							
Current Exposure	123.5	**Exposure After Project Approval**	130.6	**Exposure Portfolio Share (before approval)**	7.7%	**Exposure Portfolio Share (after approval)**	8.1%
Impact on CDB's Risk-Weighted Average Capital (RAC) (USD mn)							
Risk-Weighted Assets (RWA) Before Approval	228.5	**RWA (after approval)**	241.6	**CDB's RAC (before approval)**	25.4%	**CDB's RAC (after approval)**	25.3%

1. St. Lucia is internally rated iB with a stable outlook. The assigned rating is primarily driven by SLU's elevated debt level (2023: 74.5%) and refinancing risk associated with the short maturity profile of its domestic (regional) debt. Internal projected GDP growth of 4.0% for 2024 coupled with improved fiscal sustainability and debt management initiatives support improved rating performance. However, geopolitical risk, inflation risk and the risk of natural hazard events weigh heavily on this and should be closely monitored.

2. This loan would increase St. Lucia's exposure share in CDB's loan portfolio from 7.7% to 8.1%. This increased exposure translates to about 15% of equity which is within the internal threshold of 50% and peer multilateral development banks threshold of 40% for single country exposures. This level of exposure in tandem with the internal rating mentioned above is associated with a Risk Weighted Asset (RWA) consumption of 7.7%. St. Lucia's internal rating is the same as the current target weighted average risk rating (WARR) of CDB's loan portfolio and as such, this additional exposure would not lead to a deterioration of CDB's portfolio WARR. The intervention is recommended.

3. The details of the sovereign risk assessment are captured in the table below:

Risk Category	Risk Factor	Internal Score	Analysis
Sovereign Risk	**Climate**	Moderate	St. Lucia has a ND Gain[1] vulnerability score of 0.397.
	Socio-economic environment	Major	The Human Development Index (HDI)[2], last published in 2022, assigns a score of 0.725 and rank of 108 out of 193 for St. Lucia. The pandemic

			adversely impacted Saint Lucia's social development giving rise to high unemployment and in particular youth unemployment. Notable improvement has been made in 2024, but youth unemployment remains high. In addition, over the past two years there has been escalated crime and violence.
	Macroeconomic performance	Moderate	St. Lucia's economy registered growth from 2020, and it is projected that this trend will continue registering 4% in 2024. However, as mentioned earlier, risk to the outlook is tilted downside due largely to continued high inflation, geopolitical tension and continuing vulnerability to natural hazards.
	Debt Sustainability	Moderate	Internal figures reveal debt to GDP ratio peaked in 2020 at 91.9% and continuously decreased thereafter, averaging 70.7% over a 5-year period. 2024 figure is projected at 72.1%. The Public Debt Management Act (2023) can help to constrain debt sustainability issues.
	Track record of Default	Low	There is no record of sovereign debt default for St. Lucia. In addition, internal reports evidence minimal arrears. Arrears account for 0.11% of loans outstanding.

[1] The Notre Dame Global Adaptation Initiative (ND-GAIN) Country Index is a free open-source index that summarises a country's vulnerability to climate change and other global challenges in combination with its readiness to improve resilience. It is composed of a Vulnerability score and a Readiness score. Vulnerability measures a country's exposure, sensitivity and ability to adapt to the negative impact of climate change. The score ranges from 0.251 to 0.646. The lower the score the better.

[2]The Human Development Index is published by the United Nations Development Programme (UNDP). The index measures and compares countries' levels of social and economic development across 3 dimensions: a long and healthy life (life expectancy at birth), knowledge (years of schooling), and a decent standard of living (gross national income). The score ranges from 0.967 to 0.381. A score of less than 0.550 is considered low; 0.550-0.699 as median; 0.700-0.799 as high and more than 0.800 as very high. The higher the score the better.