



Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 21-Dec-2024 | Report No: PIDDC01167



BASIC INFORMATION

A. Basic Project Data

Project Beneficiary(ies) Dominica, Grenada, St. Lucia, St. Vincent and the Grenadines	Operation ID P508559	Operation Name Windward Islands Sector Transformation for Learning Enhancement	
Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 07-Mar-2025	Estimated Approval Date 26-May-2025	Practice Area (Lead) Education
Financing Instrument Investment Project Financing (IPF)	Borrower(s) Ministry of Education	Implementing Agency Ministry of Education	

Proposed Development Objective(s)

To i) enhance teachers’ pedagogical practices, ii) improve the use of data at the school level and iii) increase climate awareness and resilience in schools.

PROJECT FINANCING DATA (US\$, Millions)

Maximizing Finance for Development

Is this an MFD-Enabling Project (MFD-EP)? No

Is this project Private Capital Enabling (PCE)? No

SUMMARY

Total Operation Cost	10.00
Total Financing	10.00
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	10.00
Global Partnership for Education Fund	10.00



Environmental and Social Risk Classification

Low

Concept Review Decision

The review did authorize the preparation to continue

Other Decision (as needed)

B. Introduction and Context

Country Context

1. **Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines (SVG), collectively known as the “Windward Islands,”¹ are small Caribbean Island States that face unique development challenges due to their size, economic systems, and geographic location.** The four countries have a combined population of 465,000² and a cumulative Gross Domestic Product (GDP) of under US\$5.56 billion. The countries also have similar levels of development, with around US\$10,000 Gross National Income per capita in 2022,³ but varying growth rates ranging from 3.2 to 6.5 percent in 2023.⁴ In general, Caribbean States are highly open economies heavily dependent on external demand for goods and services, particularly tourism, which accounts for 39 percent of GDP on average and provides more than eleven percent of jobs.⁵ Small size limits access to economies of scale, which in turn shapes the structure of the economy by limiting diversification and the composition of international trade, and increases the countries’ exposure to volatility, whether it be caused by natural disasters or other shocks.

2. **The Windward Islands are particularly vulnerable to interconnected hazards exacerbated by climate change, such as extreme weather events, as they fall within the Atlantic Hurricane belt.** The effects of climate change on this region will likely result in higher temperatures, changing rainfall patterns, rising sea levels, and increased intensity and frequency of natural disasters. Vulnerability to natural disasters is one of the Caribbean states’ main economic challenges.⁶ Median estimated annual losses through 2050 from floods are 9 percent of GDP in Dominica, 3 percent in SVG, and 2 percent for Saint Lucia and Grenada.⁷ The region is also exposed to geophysical hazards, as all four countries face a medium risk of earthquakes and tsunamis. These natural disasters negatively affect the quality of public service delivery, such as education, with negative impact on school attendance, which subsequently impact students’ performance and attainment.⁸

¹ The British Windward Islands are the southern, generally larger islands of the Lesser Antilles of the Caribbean islands or West Indies, and include Dominica, Grenada, Saint Lucia, and St Vincent and the Grenadines but also Barbados and Trinidad and Tobago.

² Our World in Data. Population Data for Dominica, Grenada, St Lucia and St Vincent and the Grenadines 2023.

³ This ranges from US\$8,470 in Dominica to US\$12,400 in St Lucia.

⁴ This ranges from 3.2 percent in St Lucia and 6.5 percent in St Vincent and the Grenadines. <https://www.worldbank.org/en/country/oecs/overview>

⁵ <https://www.worldbank.org/en/country/oecs/overview>

⁶ IMF (2022), “Fiscal Rules in Disaster-Prone Countries: Implications for the ECCU.”

⁷ World Bank Group, OECs Country Climate and Development Report, 2024, available [here](#)

⁸ Spencer, Polachek, Srobl (2016), *How Do Hurricanes Impact Achievement in School, A Caribbean Perspective*.



3. **The Windward Islands face important constraints for human capital development.** The four countries perform well along several human development dimensions, including relatively high access to basic services such as education (including early childhood education), antenatal care, and gender inclusion. However, there is evidence of skills shortages and mismatches, as firms in Grenada identify an inadequately educated workforce as the second-biggest obstacle to doing business,⁹ and almost 40 percent of firms in Saint Lucia see workers' skills and education as a significant hindrance to competitiveness.¹⁰ This emphasizes the urgent need to invest in human capital to attain economic diversification and enhance resilience to shocks.

Sectoral and Institutional Context

4. **In addition to having similar country contexts, the four island states share comparable education structures and similar challenges, emphasizing the need to leverage regional synergies.** The Human Capital Index estimates that a child born in the Windward Islands will be 54 to 60 percent as productive as they could be if they had enjoyed full education, health, social protection, and nutrition, and the shortfall is largely due to low quality of education.¹¹ At the primary level, in recent years, only about half of Grade Four students in Grenada achieve 50 percent of correct answers in English and Mathematics.¹² At the secondary level, in Dominica, which perform above the regional average, the percentage of Fifth Form students achieving passing marks on the Caribbean Secondary Certificate Examinations (CSEC) English and Mathematics were only 76.6 percent and 37.4 percent respectively in the 2022-2023 school year.¹³ In terms of attendance and completion at the secondary level, issues with dropout and completion rates persist across the four countries, particularly for boys.¹⁴ Educational underachievement among boys is often driven by (i) labor market characteristics contributing to the decision to underachieve; (ii) social norms that diminish the importance of education; and (iii) educational processes that lead to low interest/aspirations, with a disproportionate impact on already socially disadvantaged boys.¹⁵ For example, in Dominica, while the average dropout rate is relatively low for Forms 1-3 at 3 percent, it increases to 17 percent in Form 4, with males disproportionately represented in this group (12 percent female and 22 percent male). The same trend is observed in Grenada, St Lucia, and SVG record, and more boys tend to drop out relative to girls. In addition, limited provision and support exist for students with Special Education Needs (SEN), including access to screening, assistive devices, and equipment, which prevent the countries from achieving equitable access to quality education for all. School-to-work transition also presents a challenge as youth unemployment rates are generally high in the Organisation of Eastern Caribbean States (OECS), with 42 percent of youth between ages 15-24 unemployed in SVG and 28 percent in Saint Lucia compared to the 25 percent average for Caribbean small states and 14 percent average for Latin America and the Caribbean.¹⁶ These figures increased significantly during the COVID-19 pandemic,

⁹ World Bank Enterprise Surveys, 2010

¹⁰ The 2018 Investment Climate Assessment Survey and Report for Saint Lucia. Preville & Associates Consulting Group (Saint Lucia) Limited. Submitted November 15, 2018.

¹¹ The figures for Dominica, Grenada, Saint Lucia, and Saint Vincent and the Grenadines are 54%, 57%, 60% and 56%, respectively (World Bank. 2020. The Human Capital Index 2020 Update: Human Capital in the Time of COVID-19. World Bank, Washington, DC). There are also significant gender gaps in both schooling and learning, with boys completing almost half a year less of education and attaining lower scores on learning assessments. The learning crisis has been exacerbated by the COVID-19 pandemic, with simulations for Grenada forecasting learning losses of 1.7 learning-adjusted years of schooling (from 8.3 to 6.6).

¹² Grenada statistical digest: 2018: 46.8%; 2019: 43.4%; 2021: 55.4%; 2022: 46.3%.

¹³ In mathematics Dominica performs around 3 percent above the regional average.

¹⁴ All four countries have achieved universal primary education access, with low repetition rates and negligible dropout rates. Source: ESP data from all countries.

¹⁵ Reducing Boy's School Dropout and Helping Boys at Risk (English). LAC Gender Notes Washington, D.C. : World Bank Group.

<http://documents.worldbank.org/curated/en/936601642743773671/Reducing-Boy-s-School-Dropout-and-Helping-Boys-at-Risk>

¹⁶ World Development Indicators Data



disproportionally impacting vulnerable students. Finally, frequent disasters such as storms have negative effects on schooling throughout the year, and can lead to consequent loss of learning, particularly for the most vulnerable.

5. **Low student learning outcomes in mathematics and literacy, relatively high dropout rates at the secondary level, particularly for boys, lack of inclusion of students with SEN, and climate risks have informed the four countries' priority reforms in education.** The priority reforms were developed in 2024 through the *System Capacity Grant for Education Sector Plans (ESPs), Enabling Factors Analysis, and Partnership Compacts in the OECS (P179416)*. Through this grant, financed by the Global Partnership for Education (GPE), the World Bank has supported the four countries in the last two years to develop their education sector plans (ESP), identify transformational priority reforms, examine enabling factors to facilitate these reforms, and elaborate partnership compacts (PC) around these reforms.¹⁷ The partnership compacts were endorsed by the GPE Secretariat in June 2024 and the Bank was competitively selected in September 2024 as a Grant Agent to implement a System Transformation Grant (STG) – financing for the proposed Windward Islands Sector Transformation for Learning Enhancement (WISTLE) Project – to support the countries' priority reforms. The following priority reforms, while reflecting each country's national priorities, have significant potential for regional collaboration and knowledge exchange on teaching practices, curriculum reform, Education Management Information Systems (EMIS), inclusive education, and EdTech integration:

- i. **Dominica:** *Developing, implementing, and sustaining a comprehensive, inclusive, and equitable curriculum by integrating technology, life skills, Technical and Vocational Education and Training (TVET), Arts and resilience education; and serving the needs of all students, in both general and special education settings.*
- ii. **Grenada:** *Successful implementation of an enhanced curriculum and assessment strategy for lower secondary schools.*
- iii. **Saint Lucia:** *Climate resilient technology, infrastructural enhancement and equitable quality educational delivery towards acquisition of 21st century competencies, skills and learning outcomes.*
- iv. **Saint Vincent and the Grenadines:** *Comprehensive Technology Integration for Enhanced Education.*

Relationship to CPF

6. **This Project is aligned with Pillar 2 (Human and social development) of the Eastern Caribbean Regional Partnership Framework for the period FY22-FY25 and is consistent with their Nationally Determined Contributions (NDC).** The project is particularly aligned with the High-Level Outcome 2: Improved Human Capital and Objective 4: Strengthen Health Services Delivery and Skills Enhancement Programs of the Eastern Caribbean Regional Partnership Framework.

7. **The Project is aligned with regional and national sector specific development plans.** This regional operation builds on the four countries' Partnership Compacts, which identify the Priority Reforms described above. These documents are grounded in the countries' Education Sector Analyses and Education Sector Plans, for which the World Bank provided technical assistance. In addition, the Project is aligned with the OECS Education Sector Strategy 2012-2026.

C. Proposed Development Objective(s)

8. To i) enhance teachers' pedagogical practices, ii) improve the use of data at the school level¹⁸ and iii) increase

¹⁷ The partnership compact is a GPE document designed to support education reforms and foster partners' collaboration, guidelines are available here: <https://www.globalpartnership.org/content/partnership-compact-guidelines> .

¹⁸ This would be achieved through interventions in St Lucia and SVG



climate awareness and resilience in schools.¹⁹

Key Results (From PCN)

- i. PDO 1: Share of teachers with improved pedagogical practices as measured by classroom observations
- ii. PDO 2. Share of schools generating quarterly reports using the EMIS²⁰
- iii. PDO 3. Number of teachers trained in climate awareness and resilience²¹

D. Concept Description

9. **Component 1. Enhanced Curriculum and Diverse Pathways for Inclusive and Relevant Education Delivery in Dominica (US\$2.2M).** The first subcomponent would finance the design and implementation of an enhanced, inclusive, and accessible primary and lower secondary curriculum that would support stronger acquisition of foundational skills and relevant competencies, training for facilitators, education officers, principals and teachers, as well as materials. The second subcomponent would support the development of a national TVET and SEN policy and plans (NTVETPP and NSENPP, respectively) and procurement of relevant resources, with the objective of improving sector capacity in delivering quality education to all students.

10. **Component 2. Enhanced Lower-Secondary Curriculum and Assessment Strategy in Grenada (US\$2.2M).** The first subcomponent intends to develop a common lower-secondary curriculum that focuses on foundational knowledge and competencies but also aligns with the Government's priorities, as there is currently no official curriculum for lower secondary. It will be inclusive and digitalizes. Teacher training will also be financed. The second subcomponent will finance the development of a national assessment strategy for all levels, in alignment with policies for regional examinations. Assessment materials will be developed for lower-secondary, including a repository/item bank with assessment questions for formative and summative assessments. Teachers will be trained and supported to implement the assessments in the classroom and use formative assessment results to improve their teaching practices. At least one system-wide assessment in lower secondary will be financed.

11. **Component 3. Enhanced System Resilience and Management for Inclusive and Quality Education Delivery in Saint Lucia (US\$2.2M).** The first subcomponent seeks to strengthen sector resilience by providing continuity of learning when face-to-face instruction is not possible, and by integrating climate mitigation and adaptation activities at the national and school level. A continuity of learning plan will be developed, including the development of a continuity operations plan for education offices and a condensed curriculum with resources for basic education in core subject areas. The subcomponent would also finance a teacher training program for primary and secondary levels focused on digital skills and effectively integrating EdTech in the classroom. Moreover, the subcomponent will also finance the development of a comprehensive climate resilience program for education. The second subcomponent will support the development of an Education Data and Education Management Information System (EMIS) policy to guide the development and deployment of the new EMIS system. The subcomponent will also finance the required capacity building, including end-user training, to be further informed based on the needs assessment.

12. **Component 4. Technology Integration for Enhanced Education in Saint Vincent and the Grenadines (US\$2.2M).** The first subcomponent will finance the implementation of the EMIS roadmap. As part of the roadmap, activities will

¹⁹ This would be achieved through interventions in Dominica and Grenada

²⁰ This would be measured in St Lucia and SVG

²¹ This would be measured in Dominica and Grenada



include the development of expanded functionalities for the Learning Management System (LMS), Teacher Management System (TMS), Human Resource Management Information System (HRMIS) and the development of a customized early warning system (EWS) to track at-risk students. End users, including MOE leadership and technical staff, school leaders and teachers, students, and parents will be trained on how to use the EMIS, and MOE team to develop content for the LMS. The second subcomponent will provide high-quality internet connectivity in schools and enhance the institutional framework for the use of digital technology in the education sector. Particularly, smart classrooms will be piloted and training delivered to teachers.

13. **Component 5. Regional Collaboration and Project Management (US\$0.8M).** Component 5 will support regional collaboration and synergies between the country-specific activities, which will be further defined during project preparation. Activities will involve collaboration on EMIS, Edtech platforms and data management, curriculum reforms, effective teacher training and tools to measure and support improved teacher pedagogy, technology integration and digital skills, inclusive education and support to students with SEN, as well as climate resilience in education. These activities could take the form of regional workshops and training sessions on common topics, and development of regional thematic guidelines. This component would also support the management of the education system in all four countries and regionally through improved monitoring and evaluation (M&E), as well as overall project management, including auditing activities and support for compliance with environmental and social standards (ESS). Component 5 would also finance the administration of participant satisfaction surveys. Additional technical assistance and capacity building would be financed under the remaining System Capacity Grant.²²

Legal Operational Policies

Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Area OP 7.60	No

Summary of Screening of Environmental and Social Risks and Impacts

14. **The environmental and social (E&S) risks are Low at the Concept stage.** The proposed activities mainly consist of technical assistance and procurement of goods, however, no civil works are planned. The E&S risks are negligible and include the management of project workers, generation of small quantities of electronic waste, and ensuring inclusion and participation of marginalized and vulnerable groups. Given the low E&S risks, the WB will assess the national E&S requirements of the four countries to identify appropriate mitigation measures under the respective national laws that will be sufficient to manage the E&S risks and help meet the requirements of the World Bank Environmental and Social Framework (ESF). The PIUs will also be required to conduct stakeholder analyses during project preparation to identify

²² In addition to the System Transformation Grant financing this Project, the Bank received a System Capacity Grant in the amount of US\$2.2M that will be prepared as a Bank-executed TF to support the countries' capacity to implement education sector plans beyond planning and sector review. The purpose of this grant is to provide continually available and flexible funding to support capacity strengthening, especially with regard to factors that enable system transformation. More information is available [here](#).



stakeholders. The methods and approach will be documented in a Stakeholder Engagement Plan (SEP) to be prepared, consulted and disclosed prior to appraisal. The assessment of E&S risks will continue during project preparation and the resulting measures and arrangements will be detailed in the draft Environmental and Social Commitment Plan (ESCP) that will be disclosed prior to Appraisal, and in the Project Operations Manual once finalized.

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APPROVAL

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