

**BRIEF ON THE  
GOB/IDB/CDB EDUCATION SECTOR ENHANCEMENT PROGRAMME  
AS AT APRIL 30, 2003**

**OVERVIEW**

1. The Education Sector Enhancement Programme (ESEP), familiarly known as *Edutech*, is a comprehensive education reform programme for the primary and secondary school system in Barbados. The Programme is financed by the Government of Barbados (45%), the Inter-American Development Bank (40%) and the Caribbean Development Bank (15%). The contributions from the IDB and the CDB are made through reimbursables. The total Programme cost as approved is approximately **US\$ 213 million**, which is broken down as follows:

- Civil Works & Civil Works Maintenance - 19.2 %
- Information Technology- 32.3%
- Human Resource Development - 2.3%
- Curriculum Reform - 0.7%
- Project Management & Operational Costs - 15.5%
- Contingencies - 13.6%
- Financial Costs - 16.4%

2. The overall goal of the Programme is to increase the number of young persons contributing to the sustainable social, cultural and economic development of Barbados.

3. The Programme aims to:

- prepare students to be citizens who are creative, numerate, literate, well-trained and readily re-trainable at any point in their development;

- ensure that all students understand the necessity of being able to live and work harmoniously with other persons in their environment;
- increase the efficacy of the teaching/learning process by encouraging teachers to shift to child-centred and more collaborative forms of learning in their classrooms; and
- ensure that all students leave school with the basic skills and abilities that are required to contribute significantly to the economy, as well as to participate productively in the skill and information-intensive job market.

4. The specific objectives of the Programme are to:

- repair and upgrade the existing school plant;
- integrate all available information and communications technologies within the school system;
- provide teacher training to enhance pedagogical skills;
- achieve the desired balance between teacher-centred and child-centred approaches;
- strengthen the capacity of the Ministry to effectively manage the education system; and
- implement revised curricula which will enable students to have world-class educational experiences.

5. In tandem with these objectives, the Programme has four inter-related components:

- **Civil Works-** physical rehabilitation of school facilities to enhance the physical and learning environment;
- **Technological Infrastructure-** procurement and installation of hardware, software and technical infrastructure for the school system and the Ministry of Education;

- **Human Resource Development**
  - Teacher Training - training of teaching and administrative staff within the school system;
  - Institutional Strengthening - training and technical support for personnel from the Ministry and related institutions; and
  
- **Curriculum Reform**– revision of the curriculum to meet emerging needs within the Barbadian society.

**Project Dates**

<b>Cabinet Approval Date</b>	<b>Start Date</b>	<b>Completion Date</b>
98-08-13	Original: 98-12-19	Original: 2007
	Latest Revised :	Latest Revised :

**6. PROJECT FINANCING**

**Project Costs: (Barbados Dollars)**

<b>Budgeted at Approval:</b>	<b>At Start of Implementation :</b>	<b>Revised :</b>
98-12-19	98-12-19	
\$426 219 000.00	\$426 219 000.00	

**Financed Amounts:**

	<b>LOANS</b>	<b>GRANTS</b>
<b>Government of Barbados</b>	<b>Agency:</b>	<b>Agency:</b>
<b>Amount:</b> \$193 214 000.00	<b>Amount:</b>  <b>IDB:</b> \$ 170 000 000.00 <b>CDB:</b> \$ 63 000 000.00	<b>Amount:</b>
	<b>Disbursement Period:</b>  <b>IDB:</b> 84 Months <b>CDB:</b> 96 Months	<b>Disbursement Period:</b>

<p><b>Interest Rate:</b>  <b>IDB:</b> Variable  <b>CDB:</b> 6.4% Variable</p>
<p><b>Grace Period:</b>    <b>IDB:</b> 84 Months  <b>CDB:</b> 60 Months</p>

7. The investment cost of the Programme is estimated at BDS\$ 355,987,000. The contribution of the Inter-American Development Bank will be BDS \$ 168 million or approximately 47% of financing, the Caribbean Development Bank will contribute BDS\$ 63 million or approximately 18%, while the Government of Barbados will provide BDS\$ 125 million or approximately 35%. The financial cost to the Programme is BDS\$ 70 million, taking the total Programme budget to **BDS\$426,000,000**. The Programme budget is allocated according to the following investment categories and sources of funding:

**Table showing ESEP Preliminary Total Investment Cost Budget**

Categories	SOURCES OF FUNDING			Total BDS\$M
	BDS\$M			
	IDB	CDB	GOB	
1. Project Management	5,499	0	10,053	15,552
2. Direct Costs	156,008	52,368	20,838	229,214
3. Concurrent Costs	0	0	53,223	53,223
<b>Subtotal</b>	<b>161,507</b>	<b>52,368</b>	<b>84,114</b>	<b>297,989</b>
4. Contingencies	6,709	10,601	40,688	57,998
<b>Total Investment Costs</b>	<b>168,216</b>	<b>62,969</b>	<b>124,802</b>	<b>355,987</b>

## **PROGRAMME IMPLEMENTATION & MANAGEMENT**

8. The Programme is managed by the Ministry of Education, primarily through the ESEP Programme Co-ordinating Unit (PCU) and the Education Project Implementation Unit (EPIU).
9. The Programme Co-ordinating Unit (PCU) is a sub-unit of the Planning, Research and Development Unit. The PCU has been in existence since 1998, and is responsible for the overall management and co-ordination of all matters pertaining to the planning, implementation and monitoring of the Education Sector Enhancement Programme.

### **Functions**

10. The specific functions of the PCU include:
  - ◆ Co-ordinating and monitoring all civil works related to the Programme, in conjunction with the Education Project Implementation Unit (EPIU) of the Ministry, which has specific responsibility for this aspect of the Programme;
  - ◆ Co-ordinating all training relevant to the Programme, both teacher training and training of Ministry technical and administrative personnel;
  - ◆ Organising study tours for school and Ministry personnel;
  - ◆ Co-ordinating the procurement of hardware and software for the schools in the ESEP, Erdiston Teachers' College and the Ministry;

- ◆ Negotiating and preparing of contracts relevant to the procurement of goods and services for the Programme, in collaboration with the Solicitor General's Office;
- ◆ Drafting Cabinet Papers relevant to the Programme;
- ◆ Preparing budgets and financial reports for the Programme, in collaboration with the Education Project Implementation Unit (EPIU);
- ◆ Liaising with the various technical sections of the Ministry and the Education Evaluation Centre at UWI as it relates to relevant aspects of programme;
- ◆ Exchanging relevant information with the schools in the ESEP;
- ◆ Liaising with the Programme's international funding institutions (IFIs) – the Caribbean Development Bank (CDB) and the Inter-American Development Bank (IDB);
- ◆ Preparing internal Programme reports, as well as external reports for the CDB, IDB and Government Ministries and agencies; and
- ◆ Preparing and disseminating information on the Programme - including publications and multimedia presentations - for education stakeholders and for the general public.

11. There are also various committees in place to assist in the design, implementation and monitoring of the Programme. The committee members are drawn from a cross-section of education-sector and societal stakeholders, including Ministry personnel, education professionals, and representatives of teacher unions, the private sector, government agencies and parents. There are

presently five Programme committees - the Advisory Committee, the Policy Review Committee, the Planning and Implementation Steering Committee, the Demonstration Schools Steering Committee and the Phase 2 Schools Steering Committee.

12. The Programme also encourages the devolution of management to the school level. Each Programme school therefore has a School Implementation and Leadership Team (SILT) comprising a team leader (usually the principal), Information Technology Co-ordinator (ITC) and a Curriculum Co-ordinator (CC). These teams are in place to manage the reform process at their respective schools and are responsible for the preparation of school implementation plans. Team members are granted leave for Terms II and III of the academic year (January to July) to plan for Programme implementation in their schools and to receive training.

## **SUMMARY OF PROGRESS TO DATE (MARCH 31, 2003)**

### **CIVIL WORKS**

13. The civil works component of the Programme will ensure that all schools have the requisite physical environment and facilities that are conducive to learning. In addition, it will facilitate the installation of the necessary technological infrastructure. The civil works component includes general upgrading and rehabilitation of schools, especially roofs, plumbing and washrooms; retrofitting to accommodate physically challenged students and cabling. Additional facilities are also constructed at certain schools where necessary. All public primary and secondary schools will be refurbished over the seven phases of implementation, and the private schools are being provided with a limited civil works programme related only to the installation of their technological infrastructure. The latest revised schools' roll-out is at Appendix 1.

14. At present, the schools in the first three (3) phases of the Programme are in varying stages of their civil works.

Phase I

15. All fifteen primary and secondary schools in Phase 1 of the Programme have been completed.

Phase 2

16. Civil works have been completed on seven (7) public primary schools, and works are in progress on the remaining three (3) public primary schools and the five (5) Phase 2 public secondary schools.

Phase 3

17. Three (3) public primary and one (1) public secondary school in Phase 3 have already been tendered and civil works on these schools are expected to begin early in Financial Year 2003-04. All the remaining schools in Phase 3 of the ESEP are presently in the design stage of their civil works programme.

**TECHNOLOGICAL INFRASTRUCTURE**

18. The technological infrastructure component of the Programme will allow for the equipping of all Programme schools with information and communication technology. Specifically, Programme schools will have teacher multimedia centres in classrooms, as well as PCs and laptops for the staff room. Moreover, at the primary level, classrooms from Classes 1-4 will be equipped with 4 or 5 computers, and there will be one computer laboratory for schools with less than 500 students, and two laboratories for schools with more than 500 students.

19. At the secondary level, each classroom for Forms 1-3 will be equipped with 6 computers. Each secondary school will also have specialist subject rooms outfitted with computers and other information and communications technology, as well as a computer laboratory equipped with 30 computers. The types of technology in the Programme include PCs, printers, digital cameras, scanners, plotters, science probes, electronic whiteboards, multimedia projectors and TVs. In addition, standard

application software, Education Management Information System (EMIS) software and academic software will be provided under the Programme.

20. The overall aim of the technological infrastructure component of the Programme is to facilitate the full utilisation of technology in the education system as a teaching, learning and administrative tool. However, it must be stressed that the technology is to *complement* and not replace the best elements of the traditional teaching/learning process. Moreover, the technology is not being introduced in isolation, but is inextricably linked to teacher training and curriculum reform. On the whole, technology will be used as a tool to assist with lesson preparation and presentation, to build student skills and competencies and to foster integrated learning across subject areas. The integration of technology into the system is also expected to promote a higher level of student interest and achievement.

#### Phase 1

21. Hardware has been delivered and installed in all the Phase 1 public primary and secondary schools. All the designated hardware has been delivered and installed at the Phase 1 private primary school, while the private secondary school has had partial delivery and installation of hardware. There is also a pilot solar project in place at one of the Phase 1 public secondary schools, where the computers in the Chemistry laboratories are powered by a photovoltaic system.

#### Phase 2

22. The awards of contract has been made for the Tender for the supply of equipment to the Phase 2A Primary schools. Equipment for these first seven public primary schools in Phase 2 of the Programme is expected to be installed by September 2003, the start of the 2003/04 academic year.

#### NetSchools Solution

23. One important innovation in the technology offered under the Programme is the NetSchools pilot project. Under this project, four primary schools and two secondary schools in the first two phases of the Programme will utilise the NetSchools Solution.

One of the aims of the NetSchools project is to address issues of economic and social justice, by ensuring that students and families in the lower socio-economic brackets will have access to technology. The NetSchools project will therefore be closely monitored, both in terms of its educational impact and its socio-cultural impact on the students' households.

24. This Solution provides rugged notebook computers for students - either StudyPros or OmniBook 500s - and provides access to an Academic Information System (AIS) for teachers, which includes over 24,000 curriculum-correlated web sites. The computers have network connections via infrared or radio frequency technology. In addition, they allow for remote access to the school network from home, via a telephone line. Teachers, students and parents receive training in the use of the computers as part of the project.

25. StudyPros have already been deployed in the three Phase 1 public schools utilising the NETSchools Solution – St. Matthew's Primary, South District Primary and Alexandra Secondary. Students at these schools are allowed to use the StudyPros off the school premises once the relevant Computer Use Agreements have been signed by their parents/guardians. It is anticipated that the implementation of the NetSchools solution in the three (3) Phase 2 schools will begin in FY 2003/04.

### **Software**

26. The Ministry of Education has a School Licensing Agreement with Microsoft Corporation for the use of Microsoft software in the Programme schools. Under this School Licensing Agreement, the Microsoft standard software has been procured for and installed in all the Phase 1 schools.

27. The Ministry has also procured an Education Management Information System (EMIS) software package for Phases 1 and 2 of the Programme. Academic software should have been provided for the Phase 1 schools by this time, but due to a legal problem in the procurement process, the Ministry had to re-tender for the software.

The Ministry expects to have the software available for installation by the start of the 2003/04 academic year. Multikid and MultiMusic software and materials, which are suitable for Special Needs Education, have also been provided for the Phase 1 schools, and Laureate multimedia packages have been procured for use in the Phase 1 schools during 2002/03 academic year.

## **HUMAN RESOURCE DEVELOPMENT**

### **Teacher Training**

28. Teachers are seen as the major change agents in the education reform process. As a result, teacher training forms the major part of the Human Resource Development component of the Programme. The majority of the training is conducted by the public post-secondary/tertiary institution Erdiston Teachers' Training College, but various consultants also conduct training and workshops as necessary. School Implementation and Leadership Teams (SILTs) from the Programme schools are trained in Teaching Methodologies, Educational Leadership and Technology Mastery, after which they present implementation plans for their respective schools. School or centre-based training is also conducted for all the teachers at the Programme schools in Teaching Methodologies and Technology Mastery.

29. The Technology Mastery courses are aimed at equipping teachers with the knowledge and technical skills to understand and utilise technology effectively. In addition to this general technical training, Microsoft Certified Professional training and other specialised training are provided under the Programme. This advanced technical training is mandatory for those teachers serving as Information Technology Co-ordinators at their respective schools, in order to ensure that they have the requisite skills to successfully manage the integration of technology in their schools.

30. The Teaching Methodologies training is aimed at helping teachers to successfully employ various teaching methodologies and to effectively integrate technology into their work. Teachers will also benefit from training in Change Management in order

to prepare them to adapt successfully to the fundamental changes brought about by the reform process. In addition, special needs training will be available to teachers in order to better cater to the special needs students within the school population and to facilitate the effective integration of these students into mainstream schools wherever possible.

31. To date, the school teams from the schools in Phases 1 to 4 of the Programme have already been trained, and some teachers from the Phase 1 and Phase 2 schools have already accessed training in Basic Technology Mastery and Teaching Methodologies at various centres. Some teachers from the Phase 3 schools have also accessed training in Basic Technology Mastery. Further training is to be provided for teachers in Technology Mastery and Change Management. The tender for the provision of the Technology Mastery training has been awarded, and the training began in January 2003.

32. In addition, the Ministry has entered into an agreement with Mount St. Vincent University in Canada, an institution which specialises in Special Needs Education, to offer Bachelor's and Master's programmes in Special Needs to teachers, in collaboration with Erdiston Teachers' Training College. The programmes commenced at Erdiston College in the 2002/03 academic year.

33. In addition to accessing training, some teachers and principals from the Phase 1 schools have also participated in overseas study tours in order to observe best practices relating to the integration of technology in schools. Study tours will now be conducted locally to observe the integration of technology at the demonstration (Phase 1) schools.

## **Institutional Strengthening**

### Training of Personnel

34. Under the Institutional Strengthening sub-component of the Programme, personnel from the Ministry of Education, Erdiston Teachers' Training College and the school system receive training relevant to the implementation of the project. Ministry officers also participate in study tours and conferences as necessary.

35. To date, personnel from the Ministry and Erdiston Teachers' Training College and teachers have been trained in a wide range of areas related specifically to education, including educational management, educational policy analysis and planning, curriculum technology integration, teaching and learning standards, creation of learning materials, development of an effective school inspectorate and assessment. Ministry officers have also undergone training in more general, project-related areas such as international procurement; project management, and project monitoring and database design.

### Education Evaluation Centre (EEC)

36. The Ministry of Education also contracts the services of the Education Evaluation Centre (EEC) under the Institutional Strengthening sub-component of the Programme. The Centre was established at the Cave Hill Campus of the University of the West Indies in July 1999, through an agreement signed between the Government of Barbados and the University of the West Indies.

37. The Centre is responsible for monitoring and evaluating the Programme throughout its duration. Specifically, the EEC seeks to monitor reform activities in schools, with parents and the general public; technical and pedagogical support; teacher/manager training for information technology and student-centred methods; and perceptions of stakeholders about the Programme. In addition, the EEC seeks to evaluate the

intended and unintended effects of the Programme on students (performance and attitudes); teachers (teaching/assessment methods and attitudes); school managers (attitudes and practices); and relevant Ministry of Education personnel.

38. The periodic information received from the Centre is to be utilised in the “test-and-fix” approach to programme implementation. The Centre has already submitted reports relating to curriculum reform, school readiness and teacher training. In addition, the Centre has done pre-testing in selected schools as part of the evaluation process for Phase 1 of the ESEP, and has also done post-testing in selected primary schools. Questionnaires have also been administered in the schools. Reports on the test results and questionnaires responses have been submitted to the Ministry. Baseline testing was conducted in the sample schools in September 2001 and reports on this data were submitted. Further, case studies are currently being carried out on designated schools.

#### Shell Software Review Centre

39. The Software Review Centre (SRC) was officially opened in May 1999 as part of the Educational Media Resource Centre in the Ministry’s Audio Visual Aids Department. Since then, teachers and MEC officers have used the Centre to review and evaluate software and learning technologies. In addition, the SRC has been utilised as a training facility. Ultimately, it is envisaged that the SRC will be the nucleus for the adaptation of existing software and the development of indigenous software.

#### **CURRICULUM REFORM**

40. The curriculum reform component is the bedrock of the entire reform programme and serves as an important vehicle for effecting system-wide change in various areas. The process has been led by the Ministry of Education and the Curriculum Development Council, and is based on constructivism and the child-centred approach. As a result, the focus is the student’s interaction with the curriculum rather than the curriculum dictating the pace of learning. In addition, the revised curriculum

promotes the utilisation of indigenous content and materials, as well as authentic, relevant experiences. There are seven major learning areas in the primary curriculum, while the secondary curriculum comprises the compulsory core, foundation studies, electives and enrichment activities. Special consideration is also given to the improvement of Early Childhood Education and Special Needs Education.

41. The curriculum reform initiative includes a number of special features, such as the change in the assessment mechanisms used in schools. The revised curricula represent a shift from traditional, product-based assessment modes (pencil and paper tests) to more authentic assessment modes based on a combination of process and product methods, including orals, interviews, peer and self-assessment, performance assessment, exhibitions, portfolios, project-based work, written achievement tests and norm-referenced tests. These assessment methods should foster the development of valuable higher order learning skills, and should give all students a better opportunity to excel in school. The changes in assessment will be reflected in the method of transfer from the primary to the secondary level. School-based assessment from Classes 1 to 4 (7-8 to 10-11 age groups), will now constitute 40% of the overall transfer marks. In addition, the Barbados National Diploma of Secondary Education (BNDSE) will be implemented, which will be compulsory for all persons accessing secondary education.
42. The revised curriculum focuses on Outcomes-Based Education (OBE). This approach involves the development of attainment targets that outline specific student outcomes for each grade level in the various subject disciplines. The attainment targets facilitate the development of national standards, as well as greater participation of parents in the education of their children.
43. In addition, the revised curriculum includes technology and Social and Emotional Learning. Technology will be integrated across subject disciplines, and technological skills and competencies will also be taught in primary schools and continued during the first three years of secondary schooling where necessary. Social and Emotional

Learning skills such as self-management, problem solving, decision-making and conflict resolution will also be integrated across the curriculum where they will be monitored and evaluated systematically.

44. During the period under review, the Curriculum Section continued to forge ahead with the development of the major components of the curriculum reform initiative. At the core of this thrust has been the restructuring of all of the major curricula, and the development of new curricula. In terms of promoting equity, the curriculum reform effort continued to focus on improving the provisions made for the diverse, individual students within the system.

45. There has been substantial progress to date in the implementation of the curriculum reform.

- The revised curricula at the Reception (4-5 years) and Class 1 (7-8 years) levels were field-tested at all primary schools during the 2000/01 academic year.
- Field-Testing of the revised curricula at Infants A (5-6 years) and Class 2 (8-9 years), began at the primary schools in the 2001/02 academic year.
- Field-Testing the revised curricula at Levels I and II of the six-level revised secondary curriculum, began in the 2001/02 academic year.
- Field Testing of the revised curricula at Infants B (6-7 years) and class 3 (9-10 years), began at the primary schools in the 2002/03 academic year.
- Field Testing of the revised curricula at Level III began at the secondary schools in the 2002/03 academic year.

46. Attainment Targets or Standards have been developed for each year group at the primary level and for Levels I, II and III at the secondary schools. These standards include targets for Social and Emotional Learning as well as targets which address the infusing of values into the curriculum through use of the Creative Arts.

47. The advertisement and sale of the booklets relating to Curriculum Reform continued during the period under review. As at March 31, 2003 eight booklets were available to the general public at the Ministry of Education, public primary schools and two private bookstores. These booklets were as follows:

- Rationale and Guidelines for Curriculum Reform (abridged and unabridged versions)
- Attainment Targets for Early Childhood Education 3 –5 age group
- Attainment Targets for Infants A and B (Ages 5-7 years)
- Attainment Targets for Class 1
- Attainment Targets for Class 2
- Attainment Targets for Class 3
- Attainment Targets for Level I
- Attainment Targets for Level II; and
- Attainment Targets for Level III.

48. The Rationale and Guidelines for Curriculum Reform document, as well as the various Attainment Targets, are distributed to the schools and are available for sale to the public at a nominal price as part of the Ministry's policy of encouraging parents to become more actively involved in their children's education.

49. On the whole, the Ministry of Education is committed to the participation of all stakeholders in the curriculum reform process. As a result, the National Curriculum Development Council and teachers have been involved in the preparation of all syllabuses and attainment targets. In addition, teams of Ministry officers have conducted orientation meetings on curriculum reform for all teachers in the public primary and secondary schools, as well as Town Hall Meetings for the general public. In addition, Ministry officers have met with the Heads of Departments of the secondary schools to sensitise them about the curriculum reform process and to discuss the draft syllabuses. Moreover, during August and September 2001, Ministry officers conducted a series of presentations on continuous assessment at the primary

level. One set of presentations was targeted for parents, while another set was targeted for teachers.

50. A series of short workshops on the administration of the Basic Skills Assessment Battery (BSAB) was also conducted during September 2001 by a team led by the Education Officer for Early Childhood Education in the Curriculum Section. The sessions were conducted for primary teachers and principals, as well as for Ministry personnel.

## PROGRAMME EXPENDITURE

51. For FY 2003-04, the approved budgetary allocations are as follows:

<b>Head 43:</b>	<b>MINISTRY OF EDUCATION, YOUTH AFFAIRS &amp; SPORTS</b>	
<b>Programme 271:</b>	<b>Basic Education Development</b>	<b>Approved Estimates</b>
<b>Subprogramme 302:</b>	<b>Education Sector Enhancement Programme</b>	<b>2003-2004</b>
<b>5EX22</b>	<b>Property Acquisition</b>	0
<b>6EX08</b>	<b>Rental of Property</b>	70,265
<b>6EX10</b>	<b>Supplies and Materials</b>	3,973,856
<b>6EX12</b>	<b>Other Operating Expenses</b>	3,650,271
<b>6EX23</b>	<b>Structures</b>	11,443,454
<b>6EX25</b>	<b>Plant, Equipment and Furniture</b>	8,589,210
<b>6EX26</b>	<b>Professional Services</b>	2,272,944
	<b>Total</b>	<b>30,000,000</b>

52. To complete the current activities for Phases 1 and 2 and to commence Phase 3, the Ministry would have required a budget of \$68, 200,000.00. Some activities undertaken during the 2002/03 financial year have also impacted on the budgetary needs for the Edutech Programme.

53. The Ministry is currently committed to fulfilling a number of contractual obligations.

These are:

#### Supplies and materials

##### Software

- Microsoft Corporation – procurement of a new 2-year School Licensing Agreement to support renewal of licences for Phase 1 and new licences for Phase 2 schools in the first year and renewal of Phases 1 and 2 licences and new phase 3 licences in the second year. This new licensing agreement is expected to cost approximately Bds\$2,862,882.96.
- Chancery – renewal of Phase 1 and 2 licences in the amount of Bds\$116,935.70

#### Other Operating Expenses

- Technology Mastery consultancy – the amount of Bds\$1,347,770.70 is owed to Illuminat (Barbados) Limited in fulfilment of the contract.

#### Plant, Equipment and Furniture

- Tender 2A – the outstanding amount of \$2,917,300.56 is owed to the three Tender 2A vendors in respect of the awards.

#### Professional Services

- Clerks-of-works
- Design and supervision (Phase 2) – a provision of Bds\$87,017.00 has been made in the FY 2003-04 Estimates.
- Design and supervision (Phase 3) – a provision of Bds\$398,617.00 has been made in the FY 2003-04 Estimates.
- Public relations consultancy – a provision of Bds\$360,000.00 has been made in the FY 2003-04 Estimates.
- Technical (IT) consultancy – an amount of Bds\$349,140.00 is due for the remainder of the financial year.

- Procurement consultancy – the Ministry is in the final stages of negotiating with the preferred consultant and indications are that this consultancy will cost the Ministry in the vicinity of Bds\$375,000.00. Of this amount, approximately Bds\$312,500.00 will be due this Financial Year.

54. In addition to these contractual obligations, the Ministry has a number of matters pending that will require additional funds to ensure their successful implementation. These include the following:

- (i) two tenders, Phase 2B Equipment and Academic Software, which are nearing the final stage of the tender process;
- (ii) Phase 2 secondary equipment tender – the draft tender document is currently being reviewed by the PCU;
- (iii) the implementation of the NetSchools solution in Phase 2 of the programme;
- (iv) Help-desk (managed services) consultancy;
- (v) Independent external evaluation consultancy.

55. The two tenders nearing the award stage of the tender process are the Academic Software tender for Phases 1 and 2 primary and Phase 1 secondary schools and the Phase 2B Equipment tender. The Academic Software tender is with the Chairman, Special Tenders Committee (STC) for approval of the recommendations for award. The Phase 2B equipment tender for the remaining Phase 2 primary schools was opened by the Chairman, STC on April 18, 2003 and the eligible submissions have been submitted to the Ministry for evaluation.

56. The Ministry is also committed to implementing the NetSchools solution in the three Phase 2 schools in accordance with Cabinet's decision. In response to the Ministry's request, Iluminat (Barbados) Ltd., the local representative for the U.S.A. – based NetSchools Corporation, submitted a quotation of \$8,557,690.50 as the cost to fully implement the NetSchools solution in the three (3) Phase 2 schools.

57. The implementation of the Managed Services consultancy is a matter of priority for this Ministry. This consultancy will provide the administrative (help-desk facilities) and technical (repair and maintenance) support needed to sustain the technological infrastructure of the programme. The tender document for this consultancy has been approved by the Chairman, Tenders Committee and tender closing and opening dates set at June 25<sup>th</sup> and 26<sup>th</sup>, 2003 respectively

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***PCU, MES***

***2003-05-23***