

TC ABSTRACT

I. BASIC PROJECT DATA

▪ Country/Region:	Regional
▪ TC Name:	Interactive Music Education Program
▪ TC Number:	RG-T2512
▪ Team Leader/Members:	Emiliana Vegas (SCL/EDU), Team Leader; Katherina Hruskovec (SCL/EDU); Maria Fernanda Garcia Rincon (ORP/GCM); Xiomara Alemán (SCL/SPH); Livia Mueller and Cesar Lardies (SCL/EDU); Javier Jimenez (LEG/SGO)
▪ Indicate if: Operational Support, Client Support, or Research & Dissemination.	Client Support
▪ Reference to Request:	In progress
▪ Date of TC Abstract:	16 June 2014
▪ Beneficiary	Regional
▪ Executing Agency and contact name	Inter-American Development Bank, Emiliana Vegas
▪ IDB Funding Requested:	\$700,000
▪ Local counterpart funding, if any:	\$1,000,000
▪ Disbursement and execution period:	Disbursement: 36 months – Execution: 32months
▪ Required start date:	1 September 2014
▪ Types of consultants:	Firm
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	SCL/EDU
▪ Included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ GCI-9 Sector Priority:	Social Policy for Equity and Productivity

II. JUSTIFICATION AND OBJECTIVE

- 2.1 **Justification.** Many Latin American and Caribbean countries are experiencing economic growth and improving their social conditions. This improvement can have a positive impact on the creative industry and vice versa. The development of a more educated and growing middle class promotes consumption and increased demand for cultural and creative products, and media services. Importantly, studies reveal noteworthy correlation between creative industry performance and GDP per capita. For example, copyright industries' weight in GDP of countries from the region is below the world average (5.4%), whereas developed countries show higher performances: USA (11.1%), Australia (10.3%), and South Korea (8.7%).
- 2.2 **Objective.** This Technical Cooperation (TC) aims to identify and transform talented and disadvantaged Latin American and Caribbean musicians into human capital force by training them with practical and professional skills as well as exposing them to renowned professional networks and international music trends, so that they may contribute more effectively to economic growth and poverty reduction in the region. Additionally, the TC will build capacity within local institutions to promote creative and cultural industries. The project will support three components of the TC and expects to leverage additional funding from regional and national actors to support its activities.
- 2.3 **Relationship with Bank's priorities.** This TC is aligned to the GCI-9 priority of Social Policy for Equity and Productivity given that it aims at providing opportunities

to the disadvantaged youth, in this case, to young and talented musicians. It is also consistent with the fifth Dimension of Success of the Bank's Sector Framework Document, which promotes school to work transition to ensure that youth can enter successfully in the labor market. In this sense, this project seeks that its beneficiaries acquire the necessary skills to enter the workforce and foster the development of the music industry.

III. DESCRIPTION OF ACTIVITIES AND OUTPUTS

- 3.1 This TC will have three main components that will complement each other in the implementation process. In this sense, the intervention will produce online music courses that will reach disadvantaged music students through local institutions that will implement the music pilot programs supported by component 2. Students benefitting from components 1 and 2 could also be supported by component 3 as they continue to develop their music skills.
- 3.2 **Component 1: Develop interactive online technologies for music education with a broader scope.** This component seeks to translate and adapt interactive online technology tools, which are currently available only in English, so that they can be used as part of the education programs provided through the network of local music institutions identified in components II and III. Additionally, this tool will allow this TC to expand its scope and reach more than 200,000 people across the region. Activities include: (i) translate and adapt massive open online music courses already available in English to Spanish. By making accessible these online courses, the general public and, more importantly, the students participating in the programs described in the second component will be able to complement their training; (ii) prepare closed-caption versions (or voice-over dubs) of selected courses of the interactive online music lessons and materials and gain licensing agreements for those courses within selected countries; (iii) align the online tools to the curriculum developed by component II; and (iv) support and develop capacity of local institutions to implement interactive online technologies for music education.
- 3.3 **Component 2: Support local music education pilot programs.** The TC will support local music institutions to develop pilot programs in three Latin American cities. These pilot programs will consist of five-day workshops to build capacity in selected countries and to strengthen music institutions that target disadvantaged students. The beneficiaries of the programs will be approximately 1,800 socioeconomically disadvantaged, underserved music students between 13 and 19 years old. Activities will include: (i) conduct a meticulous selection process that will allow to identify talented students who come from low socioeconomic backgrounds to participate in the program; (ii) strengthen existing local music education institutions that can offer their infrastructure and implement the pilot programs (with the possibility of proposing future expansion, as appropriate); (iii) design comprehensive curriculum; (iv) bring expert faculty to provide instruction, individualized mentoring, and incorporate the online music program as a tool to enhance continuous learning.; and (v) forge partnerships with local music businesses to provide students with the adequate instruments.

- 3.4 **Component 3: Support regional network of music institutions.** This component will promote a network of local music institutions committed to expanding further educational opportunities for disadvantaged students. In an initial phase, it will benefit at least 50 students and that the campaign reaches approximately 200,000 music students. Activities will include: (i) create a base for a music scholarship program to benefit students without the financial means to attend music summer programs and complete undergraduate degrees; and (ii) develop a campaign involving renowned Latin American artists, business people and music institutions to find more supporters for the programs outlined in this TC and attract talented students to participate. As part of the strategy, this TC will seek funding from local and regional partners to finance this component.

IV. BUDGET

Table IV-1: Indicative Budget in US\$

Activity/Component	Description	IDB/Fund Funding	Counterpart Funding	Total Funding
Comp. 1. Interactive online technologies for music education	Consultancies and travel	450,000		450,000
Comp. 1. Support local music education pilot programs	Consultancies and travel	200,000	200,000	400,000
Comp. 3. Support regional network of music institutions	Consultancies and travel	50,000	800,000	850,000
Total		700,000	1,000,000	1,700,000

V. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 5.1 Due to the regional character of the TC, SCL/EDU will have the basic and technical responsibility of administering the TC and supervising the quality of the products.
- 5.2 Additionally, the project team recommends that the Berklee College of Music is sole-sourced as a specialized agency to implement the three components of the TC in accordance with the provisions in Policy GN-2350-9 (Cl. 3.10 (d)). Berklee College of Music has extensive experience in developing online education, which is an important component of this TC. It currently has developed and implemented seven English online music courses that reach 700,000 disadvantaged students in the US and 50,000 in Latin America, and has identified an existing demand for online music training in Spanish, especially for the most disadvantaged students who have limited access to high quality music teachers. Berklee College of Music is a top-ranked music education institution and its already established networks in Latin America through alumni, prominent musicians, institutions and businesses, as well as its experience teaching different music disciplines make it an ideal contractor for this TC.

VI. PROJECT RISKS AND ISSUES

- 6.1 The main risk associated with this project is the difficulty in identifying talented disadvantaged students and making sure that they qualify to enroll in Berklee's programs. This TC will mitigate this risk by strengthening local music institutions and their selection process, so that candidates are carefully evaluated before participating in the project's programs.

VII. ENVIRONMENTAL AND SOCIAL CLASSIFICATION

- 7.1 The project is not expected to have direct environmental or social impacts. It includes no investments in infrastructure or equipment. According to the safeguard screening this operation was classified as "C".