

**TC ABSTRACT**  
**I. BASIC PROJECT DATA**

▪ Country/Region:	Regional
▪ TC Name:	New Leaders for Educational Improvement
▪ TC Number:	RG-T2520
▪ Team Leader/Members:	Mariana Alfonso(SCL/EDU), team leader; Analía Jaimovich(SCL/EDU), co-team leader, and Livia Mueller (SCL/EDU)
▪ Type of Operation:	Client support
▪ Reference to Request: (IDB docs #)	IDBDOCS#:
▪ Date of TC Abstract:	June 30, 2014
▪ Beneficiary (countries or entities which are the recipient of the technical assistance):	Ministries of Education at national and sub-national levels of Peru, Chile, Guatemala, Ecuador and Honduras
▪ Executing Agency and contact name	Education Division, Inter-American Development Bank
▪ IDB Funding Requested:	\$1,300,000
▪ Local counterpart funding, if any:	\$50,000
▪ Disbursement period (which includes execution period):	36 months
▪ Required start date:	September 1, 2014
▪ Types of consultants (firm or individual consultants):	Firm and individual consultants, local and international
▪ Prepared by Unit:	SLC/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. OBJECTIVE AND JUSTIFICATION**

- 2.1 Education systems in Latin America have made great improvements with regards to access to primary and –to a lesser extent– secondary education. Today, 95% of children in the region begin primary education at the appropriate age, and 75% of children have access to secondary education. However, despite improvements in attendance rates, the quality of education in the region is still lagging behind. In 2012, out of 65 countries that participated in the OECD’s Program for International Student Assessment (PISA), participating Latin American countries performed towards the bottom of the group, attaining positions between the 51<sup>st</sup> and the 65<sup>th</sup> place. Less than 1.6% of students taking the PISA exam have a high performance in math, as compared to 55% in Shanghai, China; and less than 1% of students in Latin American countries achieve a high level of performance in language (Vegas, Bos, & Ganimian, 2014).
- 2.2 In order to improve the quality of education, the governments of the region have been experimenting with a number of reforms, which include changes in the functions and organization of local education governance structures (Peru, Chile), changes in the teacher career and teacher evaluation systems (Ecuador, Chile, Peru), and the content

and use of education information systems (Brazil), among many other policies. Such experimentation has created an important knowledge base in the region regarding how best to support schools and teachers for instructional improvement. However, such knowledge base tends to remain within the limits of the implementation units in charge of each individual policy, and even more so within the limits of each individual government.

- 2.3 The successful implementation of the quality-focused reforms that the region is undertaking requires the mobilization of knowledge on how to provide support to schools and teachers for instructional improvement, the assessment of what has worked in other contexts, and how to address implementation challenges and maximize implementation processes. Such knowledge mobilization requires the development of human resource capacity in education policy implementation units at the national and sub-national levels. Developing human resource capacity in the education sector requires both addressing the professional development needs of current and incoming personnel. First, it is necessary to improve the capacity of existing mid-level officials at Ministries and sub-national educational administration units, who are in charge of the day-to-day implementation of reforms and of providing technical support to schools and teachers. Second, it is also necessary to attract and provide professional development to talented individuals who will become the next generation of education personnel at Ministries of Education of the region and will lead future reforms.
- 2.4 This TC will finance an innovative project that aims to address the need for human resource capacity development in the education sector in the region to support quality-focused reforms, while at the same time leveraging the existing knowledge on policy implementation that education ministries have produced by creating synergies across countries to promote best-practice sharing. The general objective of the project is to improve the capacity of national and sub-national education administration units to implement quality-focused education policies, leveraging the existing knowledge in the region. This TC will help create cohorts of educational leaders in the region committed to improved student learning, who can share common experiences and challenges that they face when implementing education reform, and who have an understanding of the main issues that the region faces in terms of education quality. The specific objectives of the TC are: (i) to produce a collective assessment of the needs for human resource capacity development regarding quality-focused education policies; (ii) to develop cohorts of like-minded professionals with a shared understanding of the challenges the region faces with regard to education reform and approaches to address such challenges; (iii) to facilitate best-practice sharing across education ministries in the region.

### **III. DESCRIPTION OF ACTIVITIES AND OUTPUTS.**

- 3.1 This TC will finance two components:
- 3.2 **Component 1. Strengthening the Leadership Skills of Mid- and High-level Education Officials to Achieve Reform (\$675,000).** This component will develop, pilot and implement the first large-scale regional program to train education leaders from Latin America on key issues related to quality-focused education reform. The program will be built upon a regional assessment of the needs for human resource

capacity development, the region's experience, the IDB's Education Division's knowledge of international best practices, and the IDB's INDES' experience in online training and the EdEx platform. The program will focus on the development of leadership skills, on educational challenges the region's education systems face, and education policy options and successful implementation experiences based on the experience of participating countries and other international experience. Participants in the program will take virtual courses, participate in periodic face-to-face sessions, and engage in exchange internships to promote knowledge sharing across countries. Beneficiaries are mid- and high-level technical officials currently employed at national and subnational education agencies selected by the participating countries. The component will finance: (i) a regional workshop for the collective needs assessment, (ii) consultancies for the design and implementation of the modules of the course, and for virtual platform adaptation and technical support; (iii) travelling and logistical expenses related to at least three face-to-face sessions during the course, one regional workshop on best practices, and two one-week exchange internships per year for course participants.

- 3.3 **Component 2. Attracting and Developing New Leaders for Educational Improvement (\$675,000).** This component will develop and implement the first program in the region to support recruitment and mentoring of talented young professionals that could become the next generation of educational leaders. The program will consist of four activities: (i) design of an effective recruitment and selection mechanism of young talented professionals, based on competencies, that can be easily adopted by Education ministries; (ii) design and implementation of a one-year training and mentoring program; (iii) creation of a network of like-minded young professionals to develop regional synergies; (iv) development and implementation of communication plans to position careers at national and subnational education agencies as a valuable professional alternative for highly talented youth. A small-scale pilot of this program is being developed by the Ministry of Education of Peru, and this TC will allow taking this program to regional scale and strengthening regional cooperation around the generation of new educational leaders. The beneficiaries of this component are young professionals committed to education seeking challenging professional opportunities. They will be selected through a competitive process, defined by the participating countries. The component will finance: (i) the design and implementation of the recruitment and selection program, the training and mentoring program, and a communication plan; (ii) travelling and logistical expenses for participation in at least two regional meetings and two one-week exchange internships per year.

#### IV. BUDGET

- 4.1 The estimated budget for this TC is \$1,350,000; \$1,300,000 will be funded by the IDB and the remaining \$50,000 will be provided by the counterparts.

**Table IV-1: Indicative Budget in US\$**

<b>Activity/ Component</b>	<b>Description</b>	<b>IDB Funding</b>	<b>Counterpart Funding</b>	<b>Total Funding</b>
<b>Component I</b>	Strengthening the Leadership Skills of Mid- and High-level Education Officials to Achieve Reform	650,000	25,000	675,000
<b>Component II</b>	Attracting and Developing New Leaders for Educational Improvement	650,000	25,000	675,000
<b>Total</b>		<b><u>1,300,000</u></b>	<b><u>50,000</u></b>	<b><u>1,350,000</u></b>

**V. EXECUTING AGENCY AND EXECUTION STRUCTURE**

5.1 At the request of the participating countries, and given the regional nature of the activities to be implemented, the Bank’s regional knowledge and the technical capacity of the education division’s staff, the Bank, through the Education Division (SCL/EDU) will act as executing agency. The unit with disbursement responsibility will also be SCL/EDU.

**VI. PROJECT RISKS AND ISSUES**

6.1 No risks are foreseen for this operation.

**VII. ENVIRONMENTAL AND SOCIAL CLASSIFICATION**

7.1 There are no environmental and social risks associated with this operation, thus the recommended ESG classification for this TC is “C”.