

TC Document

I. Basic Information for TC

▪ Country/Region:	REGIONAL
▪ TC Name:	EXPLEARN Facility: Extension of the School Day - Study Tour Croatia
▪ TC Number:	RG-T4440
▪ Team Leader/Members:	Vinacur, Tamara Leonor (SCL/EDU) Team Leader; Gabriela Gambi (SCL/EDU) Alternate Team Leader; Rieble-Aubourg, Sabine (SCL/EDU); Forero Perez Maria Alejandra (SCL/EDU); Cuartero Montilla, Jorge (SCL/EDU); Mendoza Centellas, Mariana Beatriz (ORP/GCM); Diaz Gill Virginia Maria (LEG/SGO); Lima De Moraes, Vitoria (ORP/REM)
▪ Taxonomy:	Research and Dissemination
▪ Operation Supported by the TC:	NA
▪ Date of TC Abstract authorization:	NA
▪ Beneficiary:	Ministers of Education and other first line educational authorities of Argentina, Brazil, Chile, Ecuador, Guyana, Honduras, Paraguay, El Salvador, and Uruguay as direct beneficiaries.
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding: ¹	Cofinancing Special Grants(COF)
▪ IDB Funding Requested:	US\$275,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	10 months
▪ Required start date:	March 20th, 2024
▪ Types of consultants:	Individual
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	N/A
▪ TC included in CPD (y/n):	N/A
▪ Alignment to the Update to the Institutional Strategy 2020-2023:	Social inclusion and equality

II. Objectives and Justification of the TC

2.1 **Objective.** The general objective of the Technical Cooperation (TC) is to develop a Study Tour to support the design and implementation of policies for the extension of the school day (ESD) in LAC to improve and diversify learning opportunities and develop innovative pedagogical strategies. More specifically, the learning mission will help to: (i) develop a deeper understanding of ESD opportunities; (ii) identify institutional, legal, financial, and operational challenges to develop ESD policies; and (iii) enhance ESD in Latin America and the Caribbean (LAC), drawing insights from Croatia to enhance its design and implementation.

¹ This is an individual operation under the Facility RG-O1714 onwards EXPLEARN: Expanding Learning Time Facility, approved on September 1, 2023, by the Board of Directors through Resolution DE-78/23.

- 2.2 The proposed Study Tour aims to facilitate a deep understanding and potential adaptation of Croatia's Whole Day School (WDS) system to the LAC context, enriching the exploration of strategies and best practices to design and implement ESD policies. The Study Tour also aims to foster knowledge exchange and provide valuable insights for education authorities to enhance educational outcomes through the adoption of ESD policies.
- 2.3 **Justification.** Education systems in LAC face great challenges due to structural deficiencies, including low learning, low quality and low completion rates, disparities between low-income and high-income students, a misalignment with 21st-century labor market demands, and the increase of dropout rates and learning losses, particularly between vulnerable students, because of the long school closures during the pandemic.
- 2.4 In response to these challenges, the extension of the school day reemerges as an educational policy with renewed potential. Beyond providing additional time for traditional instruction, extending the school day becomes a strategic tool for accelerating learning, closing educational gaps, and using new technologies to enhance teaching and learning experiences. School-day extensions offer a chance to reimagine schools, not merely as spaces for learning, but also as environments that foster holistic student development and allow to strengthen 21st-century skills.
- 2.5 LAC countries have been promoting ESD policies since long ago. Chile, Uruguay, and Colombia started to implement programs to extend the school day during the 1990s, and in other countries such as Argentina, the goal of universalizing the ESD is included in the national education law. However, despite the efforts made by the regional governments, the number of class hours that LAC students receive (955 hours per year²) is still far from that of countries like Croatia (1,890 hours per year).
- 2.6 The experience of Croatia's WDS system, initiated in September 2023. This is a four-year pilot project in 62 schools, that will provide a valuable and distinct perspective. This program has four education programs, two of these, the A1 and A2 programs, are required for all students and include regular courses (A1) and the program of assistance, assisted, and enriched learning (A2). The other two programs are optional: B1 for extracurricular activities and B2 for after-school activities ([European Commission](#), 2023). This comprehensive plan is designed to: improve learning outcomes, particularly for poor primary-level students, by transforming schools into modern and dynamic environments; reduced disparities in the educational outcomes for groups of students with different socioeconomic and demographical features; improve financial, professional and social status of teachers, expert associates and school principals; and, improve well-being and quality of life of all students ([European Commission](#), 2023). In order to foster knowledge about this topic, these experiences will be presented during the proposed Study Tour, which will provide a holistic and enriched learning environment. This event will take place between the 17th and 21st of June 2024.
- 2.7 **Strategic Alignment.**

² It corresponds to Chile, Colombia, Costa Rica, Mexico and Brazil, according to the latest data available, [OECD. Stat](#).

- 2.8 The Program is consistent with the IDB Group Institutional Strategy: Transforming for Scale and Impact (CA-631) and is aligned with the objective of: (i) reduce poverty and inequality, by expanding the understanding of Croatia's Whole Day School educational policy to enrich the design of extended school-day policies in Latin America and the Caribbean (LAC) through a Study Tour, and by promoting knowledge exchange and enhancing the implementation processes of these initiatives. The Program is also aligned with the operational focus area of (vii) regional integration.
- 2.9 Moreover, this operation is aligned with the objective of the Facility RG-O1714, EXPLEARN: Expanding Learning Time Facility, of supporting the design and implementation of policies for the extension of the school day in LAC by promoting dialogue and knowledge sharing in the LAC region, as Component 2 of the Facility states. In addition, the TC is aligned with the IDB Group's Country Strategies of: Argentina 2021–2023 (GN-3051), by providing support to its strategic objective of prioritizing early childhood development, especially within vulnerable groups, and moving forward on greater inclusion, quality, and retention in the education system; Brazil 2019–2024 (GN-2973) by contributing to the objective of improving management and the quality of spending and infrastructure in the health and education sectors; Chile 2022-2026 (GN-3140-3) by contributing to the objective of improving access to and quality of social services; Ecuador 2022-2025 (GN-3103-1), contributing to the strategic objective of expanding access to and improving coverage of basic and social services; Guyana 2023-2026 (GN-3187), contributing to the strategic objective of supporting the primary education system; Honduras 2019-2022 (GN-2944) by contributing to the strategic objective of reducing poverty and improving education and health services for the vulnerable population; Paraguay 2019-2023 (GN-2958) by contributing to the strategic objective of improving the coverage and quality of social services; El Salvador 2021-2024 (GN-3046-1) by contributing to the strategic objective of improving education coverage and relevance; and Uruguay 2021-2025 (GN-3056) by contributing to the strategic objective of improving education and job training.
- 2.10 **Beneficiaries Criteria.** The selection of countries for the study tour hinges on two primary criteria. Firstly, EDU specialists will assess the national commitment to advancing policies for extending the school day. This involves identifying countries actively interested in enhancing their educational systems through prolonged school hours. Secondly, the criteria involve pinpointing nations currently implementing policies related to extending the school day. This dual approach ensures that the study tour participants engage with countries actively addressing and executing strategies in this field, fostering a comprehensive and insightful learning experience.
- 2.11 **Beneficiaries.** This TC has the Ministers of Education and other first line educational authorities of Argentina, Brazil, Chile, Ecuador, Guyana, Honduras, Paraguay, El Salvador, and Uruguay as direct beneficiaries, ensuring that the participating countries have a strategic alignment with the study tour theme: school day extension. This alignment underscores their commitment to comprehensively address the benefits associated with extended school hours, encompassing improvements in both educational quality and equity.

III. Description of activities/components and budget

- 3.1 **Single Component. Rethinking extended school day models (USD\$275,000).** This component will allow authorities and researchers to (i) analyze experiences from LAC and Europe and discuss the ways in which school day models contribute to equity and

quality improvement; (ii) consider the use of the ESD to promote other methods of learning (21st-century skills, competency-based approaches, new pedagogies, among others); (iii) evaluate requirements for successfully implementing the extended school day, considering school infrastructure, human resources, transportation, and food, among others; and (iv) recognize innovative strategies to overcome barriers for extended hours programs implementation. This will be achieved through the development of a Study Tour in the Republic of Croatia in June 2024 by: (i) covering the Hotel and Per Diem expenses of the authorities that will assist to this event; (ii) supporting all the logistic activities and expenses of this event (which include venue, speakers, translations, transportation in the city and transportation to visit local schools with local authorities, and food, among others); (iii) providing technical assistance for the planning and execution of the event, and the preparation of a memorandum that will consolidate the insights, experiences, lessons learned, and outcomes of the Study Tour; and (iv) providing a contingency fund, which will cover unexpected expenses that are aligned with the objectives of the TC.

- 3.2 **Expected Results.** This TC seeks to promote dialogue and knowledge sharing in the LAC region to support the Extension of the School Day initiatives, enhance understanding of this topic, disseminate best practices, and inform policy decisions regarding ESD programs at the regional level.
- 3.3 **Budget.** The total cost of the TC will be US\$275,000, financed with resources from the Ministry of Finance of the Republic of Croatia through the Facility EXPLEARN: Expanding Learning Time Facility (RG-O1714). The expected execution period is 10 months.

Indicative Budget (US\$)

Activity/ Component	Description	IDB/Fund Funding	Total Funding
Sole Component	Rethinking extended school day models	275,000	275,000
1	Hotel and Per diem	92,180	92,180
2	Logistic support for the development of the Study Tour	147,820	147,820
3	Technical assistance for the Study Tour	20,000	20,000
4	Contingency	15,000	15,000
TOTAL		275,000	275,000

- 3.4 The resources for this project have been received from the Ministry of Finance of the Republic of Croatia through Non-Refundable Financing for Project Specific Grants (PSG). The Bank manages these operations in accordance with the specifications of the “Report on COFABS, Ad-Hocs and CLFGS and a Proposal to Unify Them as Project Specific Grants (PSG)” (Document SC-114). As contemplated in these procedures, the commitment of the Ministry of Finance of the Republic of Croatia has been established through an Administration Agreement. Under such agreement, the resources for this project will be administered by the Bank.
- 3.5 **Monitoring.** The project team will be responsible for preparing and submitting the project report to the donor, as well as for all other actions and deliverables pertaining to project execution and agreed with the donor in the Administration Agreement.
- 3.6 **Intellectual Property.** Any knowledge products generated within the framework of this TC will be the property of the Bank and may be made available to the public under a creative commons license. However, upon request of the beneficiaries, the intellectual

property of said products may also be licensed and/or transferred to the beneficiaries through specific agreements.

IV. Executing agency and execution structure

- 4.1 **Executing Agency.** The Bank will execute this technical cooperation. In accordance with regulation OP-619-4, execution by the Bank is justified to guarantee the achievement of a technical level that maximizes the achievement of the expected results and a transversal vision that allows its use in other countries in the region. The Bank has extensive operational experience and analytical work on the topics included in that TC: school infrastructure (2734/OC-PN, 3455/OC-AR), teaching qualifications (ATN/JF16070-EC), curriculum (ATN/SC-5321-CH, ATN/SF-4306-PR), and technical education (ATN/TV-20370-AR, ATN/TV-19810-BR, ATN/TV-18294-BL). In addition, the IDB Education Division has experience in studies, advice on policy implementation and successful behavioral interventions in education, as well as a dense network of specialists and organizations that focus on studies, design and implementation of public policies and programs that seek strengthen the quality of educational inputs.
- 4.2 **Execution structure.** The activities to be executed under this operation will be included in the Procurement Plan and will be executed in accordance with the Bank's established procurement methods, namely: (a) Hiring of individual consultants in accordance with Section AM-650 of the Administrative Manual "Complementary Workforce"; and (b) Hiring of logistics services and other services other than consulting, according to the policy GN-2303-28. IV.3. As the executing agency of the TC, the Bank will be responsible for: (i) identifying the studies and technical works necessary to carry out the TC; (ii) select and hire firms or individuals to provide the necessary services; (iii) supervise the consulting and non-consulting services; and (iv) manage the execution and provision of consulting services.
- 4.3 **Execution and disbursement period.** The TC will be executed over a period of 10 months and disbursed over a period of 10 months as of the date of approval.
- 4.4 All deliverables and any other material prepared under this TC are the sole and exclusive property of the Bank, and as such the Bank has title, rights (including copyrights) and exclusive interests in the ownership of said products.
- 4.5 **Lessons Learned.** Lessons learned from operations ATN/OC-14747-BA and ATN/OC-14748-BA, underscore the necessity for improved communication with the logistics company tasked with managing the event and the flight booking agency to ensure the quality of the event and the flight demands. Furthermore, lessons from the operation ATN/OC-14748-BA emphasizes the need to encourage and empower the participants to adeptly establish relationships with international partners to coordinate various activities seeking to enhance the processes they handle and therefore improve the capacity of the entities they lead. Even though these operations are referred to other fields of knowledge and intervention, they introduce the Study Tours as a useful strategy for local authorities to develop a deeper understanding of other countries public policies, to identify implementation challenges and discuss possible strategies to overcome barriers, and to experience firsthand the results of foreign successful programs.

V. Major issues

- 5.1 The risks associated with this operation are low and related to last-minute political compromises that could hinder Ministers' participation in the Study Tour. The mitigation plan to tackle this risk is to establish and maintain constant communication with the Ministers and Vice-Ministers, thus encouraging them, Ministers or Vice-Ministers, to participate in the proposed event.

VI. Exceptions to Bank policy

- 6.1 No exceptions to Bank policy will apply.

VII. Environmental and Social Aspects

- 7.1 This Technical Cooperation is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

[Results Matrix_6088.pdf](#)

[Terms of Reference_38846.pdf](#)

[Procurement Plan_72257.pdf](#)