

## Technical Cooperation Abstract

### I. BASIC PROJECT DATA

▪ Country:	Regional
▪ TC Name:	Institutional architecture for quality education
▪ TC Number:	RG-T2570
▪ Team Leader/Members:	Anaía Jaimovich and Mercedes Mateo (SCL/EDU), Team Leaders; Lourdes Rodríguez (VPS/VPS); Katherina Hruskovec (SCL/EDU); Livia Mueller and Juanita Caycedo (SCL/EDU).
▪ Indicate if: Operational Support, Client Support, or Research & Dissemination.	Research & Dissemination
▪ Reference to Request:	<a href="#">IDBDOCS#39294093</a>
▪ Date of TC Abstract:	12/10/2014
▪ Beneficiary:	Latin America and the Caribbean
▪ Executing Agency and contact name	Inter-American Development Bank, SCL/EDU
▪ IDB Funding Requested:	US \$650,000.00
▪ Local counterpart funding:	none
▪ Disbursement period and execution period:	Disbursement: 24 months; Execution: 24 months
▪ Required start date:	03/01/2015
▪ Types of consultants:	Individual consultants
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	SCL/EDU
▪ Included in Country Strategy (y/n);	N/A
▪ TC included in CPD (y/n):	N/A
▪ GCI-9 Sector Priority:	Social policy for equity and productivity

### II. OBJECTIVE AND JUSTIFICATION

2.1 **Justification.** Education systems in Latin America have made great improvements with regard to access to primary and –to a lesser extent– secondary education. Despite the expansion in attendance rates, the quality of education in the region is still lagging behind, as evidenced by Latin American and the Caribbean (LAC) countries’ performance in international tests. To improve the quality of education, many governments in LAC have been experimenting with a number of institutional reforms. Such reforms have focused on altering institutional features of education systems in four domains: their degree of decentralization; human resources, financing structures, and monitoring; evaluation; and accreditation mechanisms, including transparency and access to information. The success of the quality-focused institutional reforms that the region is undertaking requires an extensive knowledge base on the menu of possible options (the different institutional arrangements of education systems), how they work in specific contexts, and the change management processes leading to their successful implementation.

#### A. Objectives

2.2 **General objective.** This Technical Cooperation (TC) aims to support institutional change of education systems by identifying those institutional arrangements that are relevant for performance. Performance will be measured both as learning outcomes and equity, i.e., who uses educational services and how learning outcomes differ by income. Its goal is to

inform policy dialogue with governments implementing institutional reforms in education. In the short term, the analytical framework resulting from this TC will be used to support ongoing reform efforts that Chile and Paraguay are undertaking. Other countries in LAC will also benefit from the knowledge produced through this TC, as they progress with their reform processes.

- 2.3 **Specific objectives.** Specific objectives are: (i) to develop a comparative analytical framework for the analysis of the institutional architecture of education systems; (ii) to create a comparative international dataset containing the institutional characteristics of education systems both for pre-primary and basic (primary and secondary) education; (iii) to produce case studies presenting in-depth analysis of the functioning of high performing education systems and selected LAC countries both for pre-primary and basic (primary and secondary) education; (iv) to analyze the relationship between different institutional models and educational outcomes, in both quality and equity (how benefits are distributed across different income levels); (v) to develop knowledge products to disseminate the information produced through this TC.

### III. DESCRIPTION OF ACTIVITIES AND OUTPUTS

- 3.1 This TC will be structured into four components:
- 3.2 **Component 1. Analytical framework.** This component will develop a tool to systematically review institutional features of education systems. The final product is expected to be an analytical approach to the institutional architecture of education systems that allows identification of main levers of quality and change management processes (how these systems have been implemented, and how the implementation process interacts with known indicators of efficiency, transparency, and accountability).
- 3.3 **Component 2. Case studies.** This component will produce a set of 28 case studies of high-performing education systems outside of LAC and selected LAC countries. The analysis will focus on a detailed description of key features of institutional arrangements, as well as their change management processes, both for pre-primary and basic (primary and secondary) education. It will consider the relative role of various levels of governance in the system (central/national, sub-national, local, school/center level), addressing as well transitions between old and new institutional settings.
- 3.4 **Component 3. Comparative international dataset.** This component will develop the first public comparative dataset of the main institutional characteristics of education systems. The dataset will contain original data collected through a survey to be applied in the 65 countries that participate in PISA and in 6 additional countries in LAC.<sup>1</sup> The variables to be included in the dataset will be identified in the analytical framework developed in Component 1. The table below summarizes which countries will be included in each component, and the reason for selecting them.

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<sup>1</sup> This database will be different from other international efforts, including the PISA dataset, in that it will specifically focus on the institutional characteristics of education systems including information from pre-primary, primary, and secondary education levels.

**Table iii-1: Countries to be included in each component**

	<b>LAC countries</b>	<b>Non-LAC countries</b>
Case studies	<i>All LAC countries participating in PISA 2012:</i> Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru, and Uruguay <i>Countries currently going through large-scale institutional reforms that did not participate in PISA 2012:</i> Paraguay	<i>19 countries performing above the OECD mean in PISA:</i> Australia, Austria, Belgium, Canada, Denmark, Estonia, Finland, France, Germany, Japan, Korea, Netherlands, New Zealand, Poland, Singapore, Slovenia, UK, USA (Massachusetts), and Vietnam
Comparative international dataset	<i>All LAC countries participating in PISA 2012:</i> Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru, and Uruguay <i>Countries with household data or equivalent surveys on childcare use:</i> Bolivia, El Salvador, Guatemala, Honduras, Ecuador, and Nicaragua	<i>All non-LAC countries participating in PISA (59 countries).</i> This includes above and below-average performers.
<b>TOTAL countries</b>	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Paraguay*, Peru, Uruguay	All countries participating in PISA

3.5 **Component 4. Dissemination.** This component will consolidate and disseminate the information and analysis produced in the other three Components through a number of knowledge products: (i) a public website displaying the information contained in the dataset (Component 3); (ii) a set of papers focusing on the relationship between these institutional models and learning and equity outcomes; and (iii) a book identifying models of education systems and their institutional features and implementation processes.

#### IV. BUDGET

4.1 The estimated budget for this TC is US\$ 650,000 for a two-year execution period, as detailed in the table below. The papers and book will be produced by Bank staff. The budget will cover data collection activities, dissemination activities related to the editing and publishing, and the development of the public website.

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

<b>Activity/Component</b>	<b>IDB</b>	<b>Counterpart</b>	<b>Total</b>
Consultants/RA supporting the processes of: (i) gathering and systematization of data from existing studies; (ii) development and implementation of questionnaires for data collection; (iii) consolidation of comparative database; and (iv) systematization of PISA, SILC and household survey data.	219,000	N/A	219,000
Consultants/RA for the development of 28 Case Studies	364,000	N/A	364,000
Editing and publication (papers and book)	30,000	N/A	30,000
Development of public website with the International Comparative Database	37,000	N/A	37,000
<b>TOTAL</b>	<b>650,000</b>	<b>N/A</b>	<b>650,000</b>

#### V. EXECUTING AGENCY AND EXECUTION STRUCTURE

5.1 Given the regional nature of this TC, the Bank will be in charge of executing the operation. The Bank, through SCL/EDU, will be responsible for all aspects related to

project management. All activities will be done in compliance with Bank procurement policies pertaining to contracting of consulting services (Document GN-2350).

**VI. PROJECT RISK AND ISSUES**

6.1 No risks are foreseen for this operation.

**VII. ENVIRONMENTAL AND SOCIAL CLASSIFICATION**

7.1 According to Safeguard and Environmental Policies, the Classification C is suggested for this operation.