

## Technical Cooperation Abstract

### I. BASIC PROJECT DATA

Country/Region:	Paraguay
TC Name:	Public-Private Partnerships for Educational Innovation in Paraguay
TC Number:	PR-T1180 (KPR), PR-T1195 (SOF)
Team Leader/Members:	Mercedes Mateo-Berganza Diaz (EDU/CCH), Team Leader; Diana Hincapie (SCL/EDU); Livia Mueller (SCL/EDU); Juanita Caycedo (SCL/EDU); Marta Corvalan (VPC/CPR); Alberto de Egea y Mariano Perales (FMP/CPR).
Indicate if: Operational Support, Client Support, or Research and Dissemination	Client Support
Reference to Request (IDB docs#):	<a href="#">IDBDOCS#39380210</a>
Date of TC Abstract:	01/23/2015
Beneficiary:	Ministry of Education and Culture (MEC)
Executing Agency and contact name:	IDB through the Education Division (SCL/EDU)
IDB Funding Requested:	US\$1,000,000
Local counterpart funding, if any:	\$0
Disbursement and execution period:	Execution: 36 months; Disbursement: 42 months
Required start date:	07/2015
Types of consultants:	Firms and individual consultants
Prepared by Unit:	SCL/EDU
Unit of Disbursement Responsibility:	COF/CPR
Included in Country Strategy:	No
TC included in CPD:	Yes
GCI-9 Sector Priority:	Social Policy for Equity and Productivity

### II. OBJECTIVES AND JUSTIFICATION FOR THE TC

- 2.1 The provision of quality educational services is one of the major challenges in the region. In contexts of scarce resources and limited institutional capacity the role of non-state providers (NGOs, community organizations, religious organizations, and the private sector) is in many cases essential to complement purely publicly provided services. Precisely to improve the education of children in the most vulnerable communities, the *Scholas Occurrentes* project emerged in Argentina with the aim of developing solutions that meet the needs of the lowest income families by utilizing innovative pedagogies that include extracurricular disciplines, such as technology, sports and the arts. The concept of *Scholas* has crossed the national level and can be replicated in other countries in the region such as Paraguay.
- 2.2 Indeed, Paraguay confronts a set of challenges fundamentally related to the quality of learning, students' school trajectories, and the organization of educational institutions and administrative management of the educational system. The education sector has seen improvements in access and coverage, but low levels of student

learning, according to national and international tests, persist. Paraguay is below the average for Latin America according to SERCE tests for 3rd-6th grade of elementary school (UNESCO, 2008). These differences in performance are accentuated when comparing urban and rural schools, with differences of up to 56 points in reading in 6<sup>th</sup> grade, 37 points in 3<sup>rd</sup> grade reading, 31 points in 6<sup>th</sup> grade math, or 30 points in 6<sup>th</sup> grade science (UNESCO, 2008).

- 2.3 In order to address these challenges and to push educational reform towards new horizons, the Government of Paraguay (GOP) increased availability of resources for education through N°4.758 on August 30, 2012, as part of the National Fund for Public Investment and Development (FONACIDE), which includes the "Fund for Excellence in Education and Research". Approximately 30% of these funds will be devoted to the incorporation of ICTs.
- 2.4 In addition, Paraguay has launched an ambitious education agenda, which has prioritized the extension of the school day. In Early Education and Basic Education students currently attend classes for four hours a day, five days a week, 38 weeks a year. The proposed idea is to extend the school day for the first two cycles of Basic Education. The evidence suggests that the extended school time results in positive academic and nonacademic results, particularly among students of the lowest socioeconomic status. But these improvements may be relatively modest if not accompanied by reforms in the organizational and pedagogical practices, including curriculum design and teaching staff (National Education Association, 1997; Glass, 1997; Beleï, 2006).
- 2.5 In this context, the MEC has requested that the Inter-American Development Bank provides Technical Cooperation (TC) to develop a model of educational services provision in vulnerable areas, focusing on curricular and pedagogical innovations that emphasize the use of new technologies in the classroom.
- 2.6 **Objective.** The overall objective of this TC is to support the MEC in the process of implementing the extended school day, using a non-state provision model with intensive use of new technologies and innovative teaching practices in rural areas.
- 2.7 **Specific Objectives.** The specific objectives of the TC are: (i) design a system that allows managing a new, non-state pedagogical model for educational service delivery; (ii) create a digital learning platform that supports instruction and allows managing educational networks; (iii) identify and support implementation of the new model in pilot schools; (iv) analyze the effects of the new teaching model in learning of students from vulnerable families; (v) disseminate results and experiences.
- 2.8 **Alignment with GCI-9.** The Ninth General Capital Increase (GCI-9) sets out five priority areas. This CT is aligned with the first priority on social policy for equity and productivity.

### III. DESCRIPTION OF ACTIVITIES AND RESULTS

- 3.1 La TC will finance the following activities:
- 3.2 **Component 1. Design of the management system of the new pedagogical model and non-state provision of services (US \$225,000).** The TC will finance the design

of a pedagogical and management model for the provision of non-state educational services, adjusted to the Paraguayan reality. The management system will include guidance on the content and use of the extended school day and will identify pedagogical changes that should be made to maximize the additional time in the classroom (curriculum reform, use of new technologies, and recruitment and training of teachers). Additionally a system of educational indicators will be created to permit both the MEC as well as the *Scholas Ocurrentes* to assess, design and implement their program lines.

- 3.3 **Component 2. Educational Digital Platform (US \$275,000).** The TC will finance the creation of a platform that operates as an instructional support tool in the new pedagogical model with classes intensive in technology. At the micro level, this platform should support the teachers by offering additional capabilities for curriculum planning, classroom management, and monitoring and evaluation of student performance. Additionally, at the macro level, the platform will be used to manage the creation of educational networks for the exchange of experiences and promoting the development of new content and educational proposals.
- 3.4 **Component 3. Identification and support the implementation of the model in pilot schools (US \$250,000).** The TC will finance the surveying of public and private schooling in Paraguay. The MEC wants to strengthen 1,200 schools with an extended school day and intends to absorb an additional 2,000 satellite schools. A database will be created that includes: (i) diagnosis of public schools (infrastructure, number of students per grade, distribution of students by school, teaching staff available and competency gap analysis, existing public transport); (ii) identification of private schools in the vicinity of the 1,200 schools; and (iii) selection of schools for non-state provision for the pilot.
- 3.5 **Component 4. Effects of the new pedagogical model in learning outcomes of children from vulnerable families (US \$240,000).** The TC will finance the design of an experimental impact evaluation of the new pedagogical model and data collection for the evaluation's baseline. The decision to implement technology-intensive pedagogical models and to increase the length of the school day is not trivial due to the magnitude of the investment and the opportunity cost in the context of larger social needs and scarce resources (OECD, 2011). Therefore, being clear about what kind of programs can have positive impacts and under what conditions is essential to feed the policy making process (Pires and Urzua, 2014).
- 3.6 **Component 5. Dissemination of results and experiences (US \$10,000).** The TC will finance the materials and campaigns for the dissemination and communication of the main results and best practices obtained through the above components.

#### IV. INDICATIVE BUDGET

4.1 The TC is budgeted to total US\$1,000,000 according to the distributions highlighted in the following table:

<b>Indicative Budget in US\$</b>		
<b>Component</b>	<b>IDB Financing (in US\$)</b>	<b>Financing Source</b>
1. Design of the management system of the new pedagogical model and non-state provision of services	225,000	Korean Poverty Reduction Fund (KPR)
2. Educational Digital Platform	275,000	
3. Identification and support the implementation of the model in pilot schools	250,000	Social Fund (SOF)
4. Effects of the new pedagogical model in learning outcomes of children from vulnerable families	240,000	
5. Dissemination of results and experiences	10,000	
<b>Total</b>	<b>1,000,000</b>	

4.2 The contribution of KPR and the donor (the Korean Ministry of Strategy and Finance) will be prominently recognized in any printed materials, websites, publications, presentations, training sessions in the process of project implementation and activities carried out during the TC operation.

4.3 As a mechanism of visibility of the program, the following components will be held:

- (i) Issue of support materials for the courses will use images associated with the support of the Korean Cooperation.
- (ii) Advertisements related to the TC through Banners, brochures, disclosure materials, bearing logo and info of cooperation of Korea.
- (iii) Communication with educational institutions, government and private, carry the logo which accounts for supporting cooperation of Korea.

#### V. EXECUTING AGENCY AND EXECUTION STRUCTURE

5.1 **Executing Agency.** SCL/EDU will have the technical and operational responsibility for implementation, in coordination with the MEC (Department of Educational Planning) and *Scholas Ocurrentes*.

5.2 **Implementation Period.** The implementation period is 36 months and the disbursement period is 42 months.

5.3 **Procurement.** Procurement policies of the Bank (GN-2349-9 and 2350-9) shall apply.

#### VI. PRINCIPAL PROJECT RISKS

6.1 The main risk is the institutional capacity of the national network of researchers to carry out rigorous, high-quality diagnostics that can inform the design and implementation of MEC program and a possible loan. To mitigate the above international experts will be hired when necessary.

## **VII. ENVIRONMENTAL SAFEGUARDS**

- 7.1 Given the characteristics of the project no adverse environmental or social risks are expected.