

TITLE: REFORMING PRIMARY AND SECONDARY EDUCATION IN
LATIN AMERICA AND THE CARIBBEAN: AN IDB STRATEGY.

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ii	(…) To ensure that assessments are truly a tool for improving learning it will be important to foster institutional development, training and appropriate and user friendly feedback to stakeholders.
ii	Experience has shown that the critical attributes to ensure the success of reforms include leadership consensus and continuity.
iii	(…) This will include reviving the school as an active sphere of management, innovation and social responsibility through increased autonomy, intense community participation (…) and accountability at the school level.
iv	In all its efforts in primary and secondary education, the IDB will seek to ensure the quality, (…) In particular, it will encourage client, beneficiary and stakeholder ownership.
v	(…) The IDB will also make special efforts to link with and open a dialogue with NGOs working in education, country-level think tanks and advocacy groups, and the growing number of private institutions in education and in publishing.
21	(…) Parents must control teacher time-on-task.
21	Parental and community participation is also a key concomitant of school management reforms. (…) Parents collectively can also apply pressure on school principals and teachers to exert more effort.
30	(…) Private spending on education is a major component of total educational spending in most Latin American countries. Even in the public system, private spending has been “hidden” in the form of family expenditures on uniforms, school supplies, books, “voluntary” contributions to schools through parent organizations (…) There are many opportunities to encourage private support of public education through family subsidization and nonprofit management of schools by NGOs, provided equity considerations are kept in mind
31	Private education can be strengthened and even supported (…) Chile and Colombia have already implemented voucher systems whereby poor students can attend private schools.
31	(…) Finally institutions such as Fe y Alegría, a nonprofit organization affiliated with the Catholic Church which is over 90 percent publicly funded, must be differentiated from other private for profit or nonprofit schools. At the very least, with adequate oversight and regulation, public support and for

	and encouragement of privately provided education can leverage public funds. Appropriate incentive and accountability systems for private schools must be in place to increase the chances of achieving further goals of increased equity, efficiency and diversity.
31	(...) If education finance is put right, significant resources will be liberated to be spent in under-funded areas....
35	It will also be fundamental to create consensus among all stakeholders on the value and importance of research and on an agenda for research, which will vary from country to country.
39	<p>(...) Decentralizing control of educational finances and supervision to the communities may greatly improve teacher and pupil attendance and function much better than traditional teacher supervision mechanisms.</p> <ul style="list-style-type: none"> • Reform requires leadership and consensus. Considering that the countries of Latin America tend to be weak and unable to enforce policies which depend on thousands of scattered actors (teachers and administrators, leaders must foster consensus and build coalitions among bureaucrats and businessmen, unions and public opinion, principals and teachers, as well as parents and students, since educational reforms cannot be drafted in central or provincial ministries and decreed from top down. The reform process has to be transparent and engage teachers, parents, business groups, labor unions and educational administrators throughout. • Social marketing is the means to obtain collaboration of civil society and, in particular, parents. • Reforms require transparency, continuity and feedback permitting mid-course corrections. • Checks, balances and incentives must encourage actors and stakeholders to behave in ways that strengthen the reform process.
43	(...) In particular, the IDB will encourage client, beneficiary and stakeholder ownership.
44	The Bank will support reviving the school as an active sphere of management, innovation and social responsibility through increased autonomy, intense community participation and, wherever relevant, decentralization and local government involvement.
46	(...) The IDB will support better assessment, statistics, applied research and feedback to stakeholders (...) and policy-oriented research on education issues, as an important ingredient in strengthening the capacity of all concerned parties to gather and process the necessary data for the purpose of informed policy dialogue.
46	The Bank will support primary and secondary education in the context of a concern for mustering widespread social support for reforms from traditional and nontraditional stakeholders alike: students, parents, teacher and educational authorities, but also NGOs, business, the media and others.
49	(...) The IDB will make special efforts to link with and open a dialogue with NGOs working in education, including such groups as the Inter-American Dialogue, the Center for Research and Development and Education, and

	think tanks and advocacy groups at the country level; as well as the growing number of private institutions in education and in publishing.
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