

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	URUGUAY/CSC - Southern Cone
▪ TC Name:	Support for Educational Dialogue
▪ TC Number:	UR-T1250
▪ Team Leader/Members:	PEREZ ALFARO, MARCELO A. (SCL/EDU) Team Leader; BLASCO, IVANA (SCL/EDU); TOURNIER VAZQUEZ, VALENTINA (CSC/CUR); MAYA IGLESIAS, VIVIANA MARIELA (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	13 Sep 2021
▪ Beneficiary:	Administración Nac Educación Pública (ANEP), Instituto Nac de Evaluación Educativa (INEED) y CEIBAL
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$100,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CSC/CUR - Country Office Uruguay
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

### II. Objective and Justification

- 2.1 The objective of this technical cooperation is to systematize existing knowledge and generate new knowledge on key issues related to the strategic priorities of the education sector covering the five-year period (2020-24).
- 2.2 Educational context in the COVID-19 pandemic: Uruguay faced the challenge of emergency remote teaching in better conditions than another country in the region. The educational digital transformation had an early boost with the CEIBAL Plan dating back to 2007, that universally provided devices, content and learning management platforms, in addition to training teachers and promoting new pedagogical practices. Faced with the emergency, the system in general and the management and teaching teams responded quickly, to provide remote education. Nevertheless it is expected that the educational exclusion will be aggravated by higher dropout rates. Estimates show that there will be an increase of 17% equivalent to 4 thousand young people between 6-17 years of age who will not return to the classroom, affecting mainly the poor and the vulnerable middle class. This drop-out crisis accelerates the urgency of protecting educational trajectories to identify and accompany those students with more difficulties or who have dropped out, as well as having curricula that prioritize core content, transversally reflect the development of skills and the use of digital tools. Education management systems: Although ANEP has a well developed education management and information systems (EMIS), several challenges remain ahead: (i) the implementation of the lower secondary assistance module still incipient in part of the country; and (ii) strengthening the information systems of other educational

management processes, such as the creation of a single human resources management system, and the creation of an Interoperability Platform. Another group of challenges focuses on the improvement of processes, such as the formation of courses, the assignment of teachers and students, and the delivery of degrees-certifications, to reduce manual workload at schools and improve the efficiency of the EMIS.

### III. Description of Activities and Outputs

- 3.1 **Component I: Support to the curricular transformation in both basic education and teacher training.** This component seeks to support the basic education's curriculum transformation to increase its relevance and focus and the accreditation of teacher training careers, to generate and systematize knowledge about best practices, and support the consensus building process.
- 3.2 **Component II: Optimization of administrative processes and the use of resources assigned to ANEP.** This component will support the key processes related to resource allocation to schools including: student enrollment, optimum staff allocation per school (planta optima funcional), courses creation, student's and teacher's allocation.

### IV. Budget

#### Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Support to the curricular transformation in both basic education and teacher training	US\$35,000.00	US\$0.00	US\$35,000.00
Optimization of administrative processes and the use of resources assigned to ANEP	US\$65,000.00	US\$0.00	US\$65,000.00
<b>Total</b>	<b>US\$100,000.00</b>	<b>US\$0.00</b>	<b>US\$100,000.00</b>

### V. Executing Agency and Execution Structure

- 5.1 This operation will be executed by the Bank in coordination with: i) ANEP, through its Central Board of Directors (CODICEN), ii) INEE and iii) CEIBAL. The Bank will contract and will be responsible for managing the resources and hiring individual consultants, consulting firms, and various consulting services necessary for the project in accordance with the Bank's current policies and procedures.
- 5.2 The Bank has the capacity and technical knowledge to identify experiences relevant to the Uruguayan case and to supervise the successful execution of the tasks to be carried out by highly qualified international consultants based on their work experience in different countries of the region.

### VI. Project Risks and Issues

- 6.1 The risks associated with this operation are low. The Bank, through SCL / EDU and the Social Sector Management, has extensive experience in developing the issues requested by the Government of Uruguay, in addition to maintaining a permanent dialogue both with local counterparts and with other organizations and experts to international level with knowledge and experience in these matters and to have the technical and operational mechanisms to obtain the technical assistance that is required.

## **VII. Environmental and Social Classification**

7.1 The ESG classification for this operation is "undefined".