**TC ABSTRACT**

**I. Basic Project Data**

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| ▪ Country/Region: | ECUADOR/CAN - Andean Group |
| ▪ TC Name: | Closing Gaps: Household Evidence and Behavior Assessment |
| ▪ TC Number: | EC-T1401 |
| ▪ Team Leader/Members: | Cruz Aguayo, Yyannu (SCL/SCL) Team Leader; Schady, Norbert Rudiger (SCL/SCL) Alternate Team Leader; Kang, Mingi (SCL/SCL); Olsen, Anne Sofie Westh (SCL/EDU); Elacqua, Gregory Michael (SCL/EDU); Brito Vera, Juan Carlos (CAN/CEC); y Muhlstein, Ethel Rosa (SCL/LMK). |
| ▪ Taxonomy: | Client Support |
| ▪ Date of TC Abstract: | 17 Jul 2018 |
| ▪ Beneficiary: | Ministerio de Educación |
| ▪ Executing Agency: | Inter-American Development Bank |
| ▪ IDB funding requested: | $ 280,000 |
| ▪ Local counterpart funding: | $ 0 |
| ▪ Disbursement period: | 36 months |
| ▪ Types of consultants: | Individuals; Firms |
| ▪ Prepared by Unit: | Social Sector |
| ▪ Unit of Disbursement Responsibility: | Country Office Ecuador |
| ▪ TC included in Country Strategy (y/n):  ▪ TC included in CPD (y/n): | No  No |
| ▪ 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 collect data about the environments to which students are exposed to, including household composition, socioeconomic status, and other relevant variables that might affect student development. Furthermore, this Technical Cooperation will also gather information regarding student’s behavior from the students’ households through the use of various instruments such as the Strengths and Difficulties Questionnaire (SDQ) which can capture the psychosocial perspective of children and young people, their parents and teachers. This tool considers five areas including emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behavior to assess the psychological adjustment of children and youth in different households. This data will be used to study the relationship between household behavior and school learning.

2.2 This TC will support the last stages of an innovative ongoing study in Ecuador, Closing Gaps. No study of teacher quality in a developing country is comparable in the rigorous design of its identification strategy, nor in its execution. The main objective for this stage of the project is to collect data through surveys regarding student’s household factors to understand how different household variables affect student learning and children’s behavior. These effects can only be observed throughout time and are the ones that provide the most meaningful evidence to inform policy. Hence, the Bank has been carrying out this unprecedented longitudinal study, about to enter its sixth year. In Closing Gaps, two cohorts of children entering kindergarten (in 2012 and 2013), totaling more than 24,000 students, were randomly assigned to different classrooms within 200 schools. Children from the 2012 cohort were then randomly reassigned to classrooms in 1st, 2nd, 3rd and 4th grade. In every grade, compliance with the assignment rule has been almost perfect. This TC has two specific objectives: (i) to collect the necessary data using various instruments such as the Strengths and Difficulties Questionnaire (SDQ) regarding the conditions of different households from all the participant students; and (ii) to compare, assess and provide a thorough analysis of the collected data that generates substantial evidence on the effects of household inputs in student learning outcomes and behavior patterns and the impacts that these factors could possibly have in the students’ adult life.

2.3 The data in this stage of Closing Gaps will be used to determine whether the effects of household factors on student learning and student behavior are persistent over time during the entire elementary school cycle, and to understand how these effects interact differently with student learning from one year to the next during these important formative years. The analysis of the results will yield unmatched information that the region has never had at its disposal before. Some of the questions that we will be able to answer include: How does parental schooling influence a child’s academic achievement? What is the relationship between household living standards and student achievement? What is the association between household variables-ethnicity, parental education, occupation, income, etc. -student achievement and behavior? How much of the variation in student achievement can be explained by household variables? To generate answers that further up the existing literature, it is necessary to obtain data of households of the children in the sample. The data generated over this household survey will provide a comprehensive look at household variables, student learning and student behavior, leading to integrated policies and interventions that take into account children’s accumulated experiences over multiple years.

2.4 Closing Gaps has already made an impressive contribution to our understanding of teaching and learning, collecting the highest quality, and unique, data to support a number of findings, including: (i) the impact of teachers on student learning is substantial: an outstanding teacher moves the average child from the 50th percentile to the 58th of the distribution of learning in a single grade; (ii) the impact of having a better teacher fades out over time if children go on to have less effective teachers; (iii) a better teacher in one year interacts in important ways with having a better teacher in the next year, and the effect of having an outstanding teacher three years in a row is roughly twice the magnitude of the sum of the individual effects for kindergarten, 1st, and 2nd grade; (iv) the quality of the interactions that teachers have with children predicts the amount of learning that takes place in a classroom; (v) there are important and significant gaps in learning outcomes between children of high and low socioeconomic status, that are already apparent in kindergarten, and the first years of formal schooling do little to close them; (vi) in math, there are substantial differences in the test scores of boys and girls, and these increase as children progress through the school system; (vii) having a child with a serious behavioral difficulty in the classroom has an effect that is roughly half the magnitude (but of opposite sign) as having an outstanding, rather than an average, teacher.

2.5 This TC is consistent with the Update to the Institutional Strategy (UIS) 2010-2020 (AB-3008) and is aligned with the development challenge of “social inclusion and equality”, as education is a catalyst to break the inter-generational poverty cycle and helps foster social mobility. This TC is also consistent with the Education and Early Childhood Development Sector Framework Document (GN-2708-5), especially in its third dimension – ensuring that all students have access to effective teachers. Its activities are embedded in one of the sectors considered as a priority in the Country Strategy for Ecuador 2012-2017.

**III. Description of Activities and Outputs**

3.1 This TC will conduct household surveys that will gather information regarding a household's socioeconomic level, the investment made by the parents in their children and a description of children's behavior. Through the use of the Strengths and Difficulties Questionnaire (SDQ) and other instruments, the survey aims to capture different patterns of children and parents' behavior to understand the psycho-social perspective of children. Subsequently, the collected data will provide a comprehensive study on the impact that these variables have in student learning and student behavior.

3.2 **Component I: Household investments and behaviors.** Collect household surveys that will provide information on socioeconomic status, investments made by parents on their children, parental (for example risk behaviors) and children's behaviors (this information will be obtained using a number of specialized instruments).

3.3 **Component II: Analysis and dissemination.** The data generated over this survey will provide a comprehensive look at the effects of household inputs, leading to evidence that explains the relationship between household factors, learning outcomes and behavior patterns. The analysis will deliver sufficient evidence to produce working papers that further explain the impacts that these factors could potentially have in the students’ adult life.

**IV. Budget**

**Indicative Budget (US$)**

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| --- | --- | --- | --- |
| **Activity/Component** | **IDB/Fund Funding** | **Counterpart Funding** | **Total Funding** |
| Household investments and behaviors | $ 250,000 | $ 0 | $ 250,000 |
| Analysis and dissemination | $ 30,000 | $ 0 | $ 30,000 |

**V. Executing Agency and Execution Structure**

5.1 As requested by the beneficiary, this TC will be Bank executed through the Social Sector Department (SCL/SCL).

5.2 The activities programmed for this TC need to be carried out in strict adherence with the existing methodology employed throughout the past five years of the study, in which the Bank has also been the executing agency using the same executing structure.

5.3 **Procurement**. The Bank will contract individual consultants, consulting firms and non-consulting services in accordance with the Bank´s procurement policies and procedures. The Bank will procure the consulting services according to the applicable Bank’s policies and procedures. For Components 1 and 2, single source procurement is recommended, to be executed by the service provider “Habitus Millward Brown S. A.” (Habitus) for data collection, this in accordance with paragraph 2.7 and 2.9 of the Operational Guidelines for the Selection and Contracting of Consulting Firms in Bank-executed operational work. The justification for single source is based on the necessity of a firm with a proven record of expertise in technical fieldwork logistics and on collecting this type of information in several specific key areas of the country. Habitus was contracted by PRC (Corporate Procurement) initially for this project and has been granted approval by the Corporate Procurement Committee (PRC) of the Bank of a major amendment adding additional scope of services to the existing contract. Habitus has acquired unique experience in performing surveys and tests, providing accurate data and coded videos, following very strict and specific research protocols. Furthermore, Habitus has been working for the past five years in close coordination with the Ministry of Education, so it has an unparalleled experience to work with the Ministry and school authorities for this project. This institutional knowledge is necessary for an appropriate follow-up. Hence, Habitus provides unique services and is the best candidate to continue carrying out the necessary tasks for the project.

**VI. Project Risks and Issues**

6.1 Specific implementation risks are considered low/medium for this TC. We identified common risks for the implementation of the project: First, some of the questions in the survey may be considered sensitive. Since the survey revolves around household characteristics, some parents might feel unease with sharing personal information about their finances or the behavior of their respective children. To mitigate this risk, the contents of the survey will be presented in a straightforward and sensitive manner, so that the parents feel less apprehension when answering the questions. Another possible risk is that fieldwork may encounter delays to its completion. However, since it is an ongoing operation, we have experienced both internal and external shocks that allowed us to generate contingency protocols to overcome delays in the implementation of the activities.

**VII. Environmental and Social Classification**

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