

PROGRAM TO STRENGTHEN THE RED INTERAMERICANA DE INFORMACIÓN Y  
DOCUMENTACIÓN EN EDUCACIÓN (REDUC) (PHASE II)

(TC-96-03-50-8-RG)

EXECUTIVE SUMMARY

**REQUESTER:** Fundación Centro de Investigación y Acción Social  
(CIAS/Argentina)

**EXECUTING AGENCY:** Fundación Centro de Investigación y Acción Social  
(CIAS/Argentina)

**FUNDING:** IDB:  
(local currency, Argentina) US\$1,500,000 (SF)  
Local counterpart funding: US\$ 200,000  
Total: US\$1,700,000

**TERMS:** Execution period  
(from signature of  
the agreement): 30 months  
Disbursement period: 36 months

**ENVIRONMENTAL  
CLASSIFICATION:** The Environment Committee, at its meeting of June, 11,  
1997, classified this as a Category II operation.

**OBJECTIVES:** The purpose of this project is to adapt Latin American  
Educational Information and Documentation Network [Red  
Latinoamericana de Información y Documentación en  
Educación] (REDUC) to the Internet age and to continue  
strengthening the region's capacity to utilize the  
information stored by REDUC to improve educational  
policy. The specific objectives are: (1) to expand  
access to REDUC and enhance utilization of the  
information it possesses by making it available on the  
Internet World Wide Web as well as on CD-ROM; (2) to  
familiarize persons who are involved in educational  
research and in the drafting, implementation or  
evaluation of educational policy with state-of-the-art  
information and communications technologies; (3) to  
continue offering a REDUC training course for  
educational policy analysts, with special emphasis on  
the setting up of nuclei of trained personnel in the  
countries having fewer experts in this field; and  
(4) to test a horizontal cooperation scheme aimed at  
promoting solidarity among educational research and  
policy centers in Latin America and the Caribbean and  
thus strengthen the analytical capabilities of the  
centers in the countries with fewer resources, through  
joint research efforts.

**DESCRIPTION:**

The project has two separate components, identified as subprograms in this report, as follows:

(1) Subprogram on technological and institutional upgrading of REDUC. The following will be accomplished: (a) The information stored by REDUC (beginning with 1986 publications) will be placed on a Web site. Specifically, this Web site will contain all the analytical summaries on education prepared by REDUC, a selection of complete texts of the publications classified by REDUC as studies of regional interest, and a sampling of the best papers on education from each country, as selected by the REDUC associate center in each country; in addition, this information will also be distributed on CD-ROM; (b) workshops will be held in at least 18 REDUC beneficiary countries, with a view to providing training in techniques for the use of the Internet, CD-ROM and data banks to at least 500 persons involved in educational research or in the drafting, implementation or evaluation of educational policy; and (c) technical assistance will be provided to the REDUC centers in order to help them adjust to the changes that have been made in the network as a result of the use of the Internet, and to carry out new activities, such as providing on-line assistance.

(2) Subprogram on strengthening of educational research and policy centers. The following activities will be carried out: (a) a course for educational policy analysts will be held on two occasions (this course was drawn up and tested successfully by REDUC during stage 1 of the technical cooperation), in order to train 60 individuals in the region, at least 40 of whom should be from the Bank's group C and D countries; and (b) a invitation to bid will be published with a view to selecting and subsequently implementing 4 joint research projects involving two or more centers in different countries; this research will be related to educational policy issues that concern the region. Each project should include the participation of at least one center in a C or D country, and the criteria for selection of proposals will include the degree to which the project contributes to strengthening the capacity of the center concerned.

**BENEFITS:**

The project will help improve educational policies in the region, bearing in mind that the quality of such policies depends on the availability of suitable and timely information, on people who know how to use it adequately and on the existence of an institutional research and analysis capability. This project deals

with these aspects and complements other regional and national efforts to improve the situation of the education sector.

**RISKS:**

The only significant risk that is foreseen would be that there might be some lack of coordination between the activities of this project and those of other related projects in the region, and that there might be an overlapping of responsibilities among the different components of REDUC. However, this project includes measures designed to attenuate, insofar as possible, such risks.

**THE BANK'S  
COUNTRY STRATEGY:**

The Report on the Eighth General Increase in the Bank's Resources assigns high priority to support for actions aimed at helping to improve the state of education in beneficiary countries and in the region as a whole.

**CONDITIONS  
PRECEDENT:**

The Agreement between the Bank and CIAS will specify that before the first disbursement for technical assistance is made, the executing agency must submit, to the satisfaction of the Bank, the following: (i) a copy of the Agreement between CIAS and the Corporación de Investigaciones para el Desarrollo (CINDE) of Chile, in its capacity as executing agency of the PREAL Program, in order to ensure adequate coordination between the execution of that program and this project; (ii) certification from CIAS that a Steering and Coordinating Committee [Consejo de Dirección y Coordinación] (CDC) has been set up for the project; (iii) specifications for participation in the invitation to bid for horizontal cooperation between centers, and the names and qualifications of the members of the award committee; (iv) the terms of reference of persons to be hired with project resources; (v) a detailed schedule of project execution activities, with the corresponding assignment of responsibilities within REDUC; (vi) a chart of accounts for the program; and (vii) the design for the evaluation to be carried out, including a list of the indicators to be used in following up on project execution.

**RESPONSIBILITY:**

Basic responsibility for this project will be exercised by the Regional Technical Cooperation Division of the Integration and Regional Programs Department (INT/RTC), and technical responsibility will be exercised by the Social Programs Division of the Social Programs and Sustainable Development Department (SDS/SOC). The Bank's Country Office in Argentina will directly oversee implementation.

## I. BACKGROUND AND JUSTIFICATION FOR THE PROJECT

### A. Latin American Educational Information and Documentation Network (REDUC)

- 1.1 There is probably no other place where one can find so much and such pertinent information on education in Latin America as in REDUC. As the name suggests, the network brings together and links a number of documentation centers specializing in the area of education.
- 1.2 In the countries of the region that have centers associated with the network, publications on education in the country concerned are collected and analytical education summaries [*resúmenes analíticos de educación*] (RAEs) of the publications are prepared. Each RAE includes a summary of the contents of the publication; these summaries are usually fuller than an abstract of a specialized journal, and they also provide a brief description of the methodology applied in the study. A REDUC coordinating center also collects publications on education that refer to more than one country (or that are of interest to the region as a whole), prepares the relevant analytical summaries and microfilms the entire text of each publication. The summaries prepared by the network centers are compiled in regional RAEs that are published twice a year; they are also incorporated into a computerized data base that was begun in the early 1980s.
- 1.3 All this information--(a) all the RAEs for the last 10 years, both in printed volumes and in the computerized data base; (b) the complete text of the regional publications, on microfiche; and (c) the complete printed text of the publications on individual countries--is stored in the centers that belong to the network.
- 1.4 There is at least one REDUC associate center per country. These centers process the information relating to each location, in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela; there are also several dissemination centers, the number of which varies from country to country. There is a total of 68 centers of both types across the region. The centers are generally located in ministries of education, universities, and research institutes (the complete list is given in Annex 1). The Center for Investigation and Development in Education [Centro de Investigación y Desarrollo de la Educación] (CIDE), a Chilean NGO based in Santiago and having links with the Society of Jesus, has been the coordinator of the network since its inception. There is also an associate center at the University of New Mexico, in Albuquerque, which helps to process information on education in Latin America that is published in the United States.

- 1.5 The network was begun in 1978, under an agreement set up by the educational research centers funded by the Ford Foundation. With funding from that Foundation and, later on, from USAID, CIDA and the IDRC, a system was set up to produce RAEs on a regular basis; this system is still in operation. At the outset, only a few centers participated, and each one produced its summaries on paper, published them, exchanged them with other centers and disseminated all this material throughout its particular sphere of action. Other institutions gradually joined as associate or disseminating centers, and data-processing tools were developed, partly with support from IDB.

B. Results of the Bank's technical cooperation with REDUC (Stage I)

- 1.6 In May 1993, the Bank's Board of Executive Directors approved regional technical cooperation ATN/SF-4206-RG, in the amount of US\$1.27 million, for the purpose of expanding and improving the network, under three subprograms. In the first subprogram, data-processing equipment would be purchased in order to increase dissemination of the store of information compiled by REDUC; in the second, analysts would be trained in order to strengthen the region's capacity to design educational policy; and under the third subprogram, national networks would be set up in order to consolidate, in each country, an educational information and documentation system that would support the aforementioned objectives relating to the dissemination and use of information contained in the network. The beneficiary countries would all be members of REDUC, and the operation would be executed by the network coordinating center (i.e., CIDE).
- 1.7 By its completion, this program had achieved the following goals:
- (a) 61 network centers were equipped with computers, printers and microfiche readers needed to access the REDUC data bank;
  - (b) regular production of RAEs and microfiches was continued, computer technology for the data base was upgraded, and the materials were distributed to associate and disseminating centers;
  - (c) state-of-the-art studies on different issues pertaining to educational policy were prepared and distributed;
  - (d) a training course on policy formulation was designed and tested in two four-week, with a total of 76 participants from ministries of education and academic centers in 18 Ibero-American countries (this course and the teaching materials used for it have been evaluated, with positive results, by an independent consultant and by Carleton University in Canada, with IDRC resources);
  - (e) the larger countries -Argentina, Brazil and Mexico- have consolidated their own national networks that belong to REDUC, and other countries have set up national networks as well.

C. Institutional background of the Fundación Centro de Investigación y Acción Social (CIAS)

- 1.8 CIAS is an NGO that was founded and is directed by the Society of Jesus (Jesuits) for the purpose of studying the social realities in Argentina and Latin America and to work to improve them. It was established in 1963, and since then has operated as a non-profit foundation with legal standing recognized by the Argentine state. The foundation's headquarters, located in Buenos Aires, has a staff of approximately 30 people, ten of whom are Jesuits. The Foundation owns a building, has a library containing over 50,000 books and 1,000 magazine titles, and operates an extensive data bank containing information on social issues of concern to the countries of the region. CIAS receives substantial aid from abroad; over the last 10 years, it has carried out more than thirty projects with external funding, particularly from European religious foundations such as Adveniat and Misereor.
- 1.9 The main activities carried out by CIAS consist of research on important social issues, such as education, youth, family issues, trade unions, group dynamics and political ethics and the establishment of a data base for use in the study of these questions. The CIAS disseminates the results of its research by means of publications, courses, workshops, meetings for reflection and discussion, and pastoral work carried out its members, including assistance to extremely poor parishes in the Patagonia region. The CIAS magazine (*Revista CIAS*) gives unity to the Foundation's studies and activities. This magazine, which was started forty years ago, has published 455 consecutive issues containing information and analysis of the different topics with which it is concerned.

D. Conceptualization and rationale for the project

- 1.10 The project described herein is aimed at bringing REDUC into the Internet age and further strengthening the region's capacity to use the information stored in the network with a view to improving educational policies.
- 1.11 Although REDUC has developed useful information tools for educational research and policy design, this information is not yet available on Internet or on CD-ROM (multimedia compact disks with read-only memory). The wealth of information compiled by REDUC could be much more effectively used if it were on the Web and if the necessary training were offered in the region to permit access, selection and adequate use of the data and studies. Basically, this entails making technological and institutional adjustments in REDUC and training a nucleus of researchers in each country to access and use the information, by means of short courses on the use of Internet, CD-ROM and education data banks (hereinafter referred to as "Internet user workshops").

- 1.12 The existing centers could still be used for the collection and processing of documents, as well as for reference and training centers, but there would be no need for users to be physically present in these places, as is the case now, in order to have access to REDUC. All the information that is currently stored in the different centers would be available to anyone having a computer connected to Internet. This could be supplemented by CD-ROM, which could be made available to users who do not have an Internet connection or who need to have access to REDUC data for extended periods of time. All this could be achieved through implementation of the subprogram on "technological and institutional upgrading of REDUC", proposed herein.
- 1.13 The two training courses for policy analysts that have been carried out by REDUC have helped to create, within the public education agencies and academic centers of Latin America, small nuclei of personnel who have received training in this area. However, educational research is still relatively weak in the region, as is its capacity to design and implement adequate educational policy. REDUC still tends to be more of a memory where educational research is stored than part of the intelligence itself. This is largely due to the shortage of experts in the analysis, formulation and execution of educational policy. Since a course already exists in the region, the curriculum and materials of which have already been prepared and tested successfully, it could be replicated at a cost (approximately US\$3,500 per person, including air fare and room and board) that would be much lower than the cost of other courses of similar duration and quality that are offered outside the region. The project presented herein would make it possible to continue carrying out and improving this course for educational policy analysts (which includes but goes considerably beyond the training on information techniques provided in the Internet user workshops).
- 1.14 The capacity of the Latin American and Caribbean region to provide training in educational research and policy formulation varies from country to country. The larger and relatively more developed countries usually have more resources for this purpose. There are many topics that are of interest to a number of countries, and this interest could be used to develop partnerships whereby the best centers of the region would collaborate on specific projects with some of the less advanced centers. The project would include a component of horizontal cooperation between research centers, to be carried out by means of arrangements whereby centers in A and B countries (according to the IDB classification) would carry out projects of mutual interest with centers in C and D countries. In each case, there would be a requirement that there be a substantial strengthening of the capacity of C and D countries to conduct research and formulate educational policy.
- 1.15 In brief, the project would use the extraordinary advances that have recently been made in technology in order to expand access to and increase the usefulness of the information stored in REDUC,

thus strengthening the capacity of the region to formulate and implement policy in one of the social areas to which the Bank attaches highest priority, pursuant to the Eighth General Increase in Resources. In so doing, special attention would be paid to C and D countries by centers in the A and B countries, and Argentina would make a special contribution by facilitating the execution of the project and allowing for the use of its national currency available in the FSO.

## II. OBJECTIVES OF THE PROJECT

### A. General purpose

- 2.1 The basic purpose of the project is to help improve the capacity to formulate and implement educational policy in the countries of the region, by strengthening REDUC and using new information and communications technologies.

### B. Specific objectives

- 2.2 The general purpose may be broken down with more precision into the following specific objectives:
- a. To expand access to the information stored in REDUC and to increase use of this information, by making it available on the World Wide Web and on CD-ROM.
  - b. To acquaint people who are involved in educational research and in the formulation, implementation or evaluation of educational policy with the most recent information and communications technologies;
  - c. To continue holding the REDUC training course for educational policy analysts, with special emphasis on creating units of trained staff in those countries that have few experts in this field; and
  - d. To test a plan for mutual horizontal cooperation between educational research and policy centers in Latin America and the Caribbean, with a view to strengthening the analytical capability of the centers in countries that have fewer resources, by carrying out joint research efforts.

### C. Expected results

- 2.3 The following measurable results, or goals, should be achieved within the timeframe for implementation of this operation:



- a. A Web site will be created that will carry the data stored in REDUC, beginning with the 1986 publications. In particular, the following data will be available: (i) all the analytical education summaries (RAEs) contained in the data bank; (ii) a selection of the complete texts of publications classified by REDUC as works of regional interest; and (iii) a sampling of the best studies on education from each country, to be selected by the REDUC associate center in the country concerned. This information will also be available on CD-ROM.
- b. At least 500 individuals in the region who are concerned with educational research or the formulation and management of educational policy will receive training in the use of CD-ROM and the Internet and in how to access and use the REDUC data base and other education data banks. Workshops will be held in at least 18 countries, and each country should build up a core of at least 20 people who have been trained in this area.
- c. REDUC courses for policy analysts will be held at least twice. A total of 60 people from the region will be trained, and at least 40 of these should be from the Bank's C and D countries.
- d. At least four joint projects on educational research from at least two centers in different countries will be selected and implemented through a competitive bidding process open to all of the research centers in Latin America and the Caribbean. Each project must involve the participation of at least one center from a C or D country. The degree to which each project contributes to strengthening the capacity of centers in C or D countries will need to be one of the criteria used in selecting the projects.

### III. DESCRIPTION OF PROJECT

- 3.1 The project consists of two subprograms, a subprogram 1 for technological and institutional upgrading of REDUC, and a subprogram 2 for strengthening of educational research and policy centers. The subprograms are described below:

- A. Subprogram 1: Technological and institutional upgrading of REDUC

- 1. Migration of REDUC Data Base to Internet and CD-ROM

- 3.2 During the first stage of project execution, which will last approximately six months, a Web site will be set up with a data base containing all of the RAEs prepared by REDUC since 1986. New RAEs will subsequently be added to the data base on a regular basis as they are produced, so that the collection will always be up to date. Adding the complete texts of these articles to the Web site

will call for extensive use of scanning techniques, and permission will have to be obtained for electronic reproduction of the published materials, as normally required by copyright law. These two tasks – obtaining copyright permission and scanning the full texts – will take more time than the actual entering of the RAEs on the Web site. Over a period of two and one-half years of project execution, a selection of articles of regional interest and the best publications in each country over the last 10 years will be placed on the Web site. Once this task is completed, studies on education will be included as they are produced, so that REDUC users on the Web will always have access to the most recent publications. The Web site material will also be produced on regularly up-dated CD-ROM.

- 3.3 The Web site will contain links or shortcuts to sections generated in each country. It will also include an “Educational Profile of Latin America and the Caribbean”, in Spanish and English, which will contain the most recent data available for each country and for the region as a whole, on the number of students and teachers by level, public and private expenditure on education, drop-out, repeater, and cost efficiency rates, and other information of general interest in the field of education in the region. There will also be shortcuts to the names and e-mail addresses of staff members of the REDUC centers who can provide additional information and on-line assistance, as well as links to pages containing material from the courses for policy analysts and other teaching materials. The idea would be to start exploring the possibility of eventually offering courses via the Internet.

## 2. Internet connections for the centers

- 3.4 Internet connections will be set up at each of the REDUC associate and dissemination centers, in order to enable them to access not only their own data bases but also other sources of educational information in the region and throughout the world (i.e., ERIC, NLE, etc.). This will entail expenditures for equipment, an Internet service provider connection and maintenance of the service; the project will help cover these costs during the initial stage.

## 3. Workshops for users of Internet, CD-ROM and data bases

- 3.5 These workshops will be held in at least 18 of the Bank's member countries in which REDUC associate centers are located. Each workshop will cost on average approximately US\$184 per person and last one week, during which time participants will be trained in: (a) the use of Internet tools; (b) the use of CD-ROM; and (c) the proper use of worldwide data bases relating to educational research and educational policy. The REDUC associate center in the country concerned will select the participants (between 20 and 30) for each workshop, with a view to strengthening the capacity for applying these techniques in the main institutions working in this field and

for creating cores of personnel who will eventually be able to train others. In order to participate in these workshops, candidates will need to work in one of the aforementioned institutions and have basic computer know-how and skills.

4. Technical Assistance for the Institutional Upgrading of REDUC Centers

- 3.6 Implementation of the components described above will involve new duties and activities for the REDUC centers. For example, in addition to offering on-the-spot assistance to users under the new scheme, the centers will also be providing reference services and on-line assistance. In addition to carrying out the traditional tasks of collecting, keeping and processing documentation (including the preparation of RAEs), the centers will also be carrying out activities involving the posting of information to the Web site and the training of users in the use of Internet tools. There will be new opportunities, such as newsletters, e-mail, interest groups and others now being offered by the world computer network. Internal relations and forms of communication between the REDUC centers themselves will also change. At present, these centers are not ready for all of this institutional change, and it is therefore important that they receive adequate technical assistance; and this will be provided by the project.

B. Subprogram 2: Strengthening of educational research and policy centers

1. Course for policy analysts

- 3.7 As part of this project, the course for educational policy analysts designed and tested by REDUC with IDB technical cooperation support (ATN/SF-4206-RC), will be held in Argentina on two occasions. This course will be offered to people who work in educational research centers, universities or other institutions in the region concerned with the design, dissemination, evaluation and management of educational policy. As the course title suggests, it is aimed at strengthening the analytical skills of participants in connection with the status of education in the region, with a view to improving it. Candidates for these courses must have prior university-level education and basic computer expertise. Participants will be selected by the executing agency from the slate of candidates submitted by the aforementioned institutions. As indicated above, priority will be given to candidates from centers in C and D countries.
- 3.8 Each course will be of three weeks' duration. Participants will stay at the course location. The schedule will be full time, with a total of 90 classroom hours and a minimum of 45 hours of reading and personal work. The course will cover the entire content of the Internet users workshop, as well as other topics, including identification and discussion of educational trends in the region

and analysis of problems and solutions relating to quality and efficiency of education, curriculum, suitability of teachers and teaching materials, evaluation practices, measures for reducing high repeater and dropout rates, organizational deficiencies in the system, improvement of educational statistics and information systems, decentralization of school administration, and parent participation. There will also be discussion of the advantages and disadvantages of new educational media and technologies, review of infrastructure programming techniques, practical exercises relating to diagnosis of situations, and decision making in the education sector. Each participant will draw up a specific research project or action that is related to the course content; this project must be completed within the three months immediately following the course and will require at least 100 additional hours of work. The course methodology will combine expository procedures, group work, simulation games and personal study. A detailed curriculum has already been designed, teaching materials have been prepared and an international faculty of professors experienced in this area has already been selected.

## 2. Horizontal cooperation between centers

- 3.9 The project will finance at least four research studies on education reform that would be conducted at research centers in the region. To this end, the executing agency will prepare terms of reference identifying the specific topics and the methodologies that will be used to ensure that the research is as relevant and useful as possible. These terms of reference will be used to invite the research centers whether or not they are associated with REDUC to submit competitive bids on research. An international panel of individuals from different countries having experience with the reform process will choose, transparently, the best proposals, to which the resources for this component will be allocated (US\$324,000). The research centers will be able to supplement this funding with national and international resources which could also be used to cover the costs of disseminating the results of the research as well as an interim seminar to discuss the findings and a final seminar, to be attended by decision makers, at which the results would be presented.
- 3.10 The conditions for participation in the bidding for the allocation of resources, including a specific list of eligible topics and the names of the members of the panel, will be considered by the Bank before they are published and announced in all of the borrowing countries. The bidding conditions will also stipulate that the proposals must meet the following eligibility requirements: (i) at least one of the centers proposing the research must be an educational research institution in one of the Bank's A or B countries and another one must be from a C or D country; and (ii) the process of conducting the research must strengthen the analytical capacity of the center or centers in C or D countries,

mainly by creating core personnel having experience with highly rigorous research.

C. Project execution

1. Organization for execution

- 3.11 The executing agency for the project will be the Fundación Centro de Investigación y Acción Social (CIAS) of Argentina, which will sign a technical cooperation agreement with the Bank. The CIAS will set up a CDC for the project. This Committee will be made up of the Director of the project, as Chairman, plus two other professionals appointed by the CIAS, the Director of CIDE and the Director of the Program for the Promotion of Educational Reform in Latin America [*Programa de Promoción de la Reforma Educativa en América Latina*] (PREAL). It will be funded by the Bank's regional technical cooperation ATN/SF/TF-4696-RG, under a coordination agreement between the two programs.
- 3.12 The CDC will reach its decisions by simple majority: It will meet at the beginning of project execution and, subsequently, at least once a year and whenever necessary at the request of two of its members, until completion of the project. The CDC will adopt such by-laws as it may deem necessary for project execution, as well as a detailed budget for each subsequent year; it will establish compliance with eligibility requirements pursuant to the bidding on horizontal cooperation among centers (including eligible topics), will appoint the award committee, ratify its decisions and, in general, serve as a high-level decision-making body for the project; it will be empowered to decide on any internal matters not covered in the technical cooperation agreement with the Bank.
- 3.13 The Project Director will be responsible for directing the day-to-day activities described above. If necessary, he will share his responsibilities with the directors of the centers and the Regional Coordinator of REDUC; he must coordinate project activities with them and may delegate or subcontract certain actions, in accordance with REDUC's standard regulations and procedures. The Steering and Coordinating Committee will be responsible for any changes to REDUC associate and/or disseminating centers.

2. Terms and milestones for execution

- 3.14 This project will be carried out over a 30-month period beginning on the date of the technical cooperation agreement between the Bank and the CIAS. Within six months of the date of the agreement: (i) a REDUC Web site will be set up on the Internet which will contain the RAEs prepared since 1986; and (ii) invitations to submit bids will have been issued on joint research projects for the inter-center horizontal cooperation component. Within 12 months of the date of the agreement: (i) a selection of works of regional interest published since 1986 reproduced in their

entirety will have been added to the REDUC Internet web site; and (ii) all of the inter-center horizontal cooperation projects will have been initiated. Within 18 months of the date of the agreement: (i) at least one course for policy analysts will have been held; and (ii) at least six Internet user workshops will have been held. The schedule of disbursements and a bar program of project activities appear in Annex III to this document.

### 3. Conditions precedent to the first disbursement

- 3.15 The Agreement between the Bank and CIAS will specify that before the first disbursement of the technical-cooperation funding is made, the executing agency must submit, to the Bank's satisfaction, the following: (i) a copy of the agreement between CIAS and Corporación de Investigaciones para el Desarrollo (CINDE) of Chile, in its capacity as executing agency for the PREAL Program, in order to ensure proper coordination between execution of the PREAL Program and this project; (ii) certification by CIAS that it has set up the CDC for the project, as specified above; (iii) the conditions for participation in the bidding on inter-center horizontal cooperation, and the names and qualifications of the members of the award committee; (iv) the terms of reference of personnel to be hired with project resources; (v) a detailed schedule of project execution activities, including the assignment of responsibilities for such activities within REDUC; (vi) a chart of accounts for the program; and (vii) the methodological design for the evaluation to be conducted, including a list of the indicators that will be used for follow up on project execution.

### 4. Follow up and reports

- 3.16 The Bank's Country Office in Argentina will be responsible for oversight of the project. At least one sector specialist from the Country Office assigned to the operation and one official from headquarters will attend the first session and the next two annual meetings of the CDC to consider the reports of the executing agency, to help solve any problems that may arise in the course of execution and to make such adjustments in programming as may be necessary.
- 3.17 The executing agency will submit to the CDC and to the Bank: (i) an initial report containing the same information as that required for the first disbursement; (ii) semiannual progress reports, including a description of activities carried out, achievements, and difficulties encountered during the period covered by the report; (iii) annual financial reports, audited by an independent firm that is acceptable to the Bank; and (iv) a final execution report. These reports must be submitted within 60 days from the date of the agreement, on the 6-month and yearly anniversaries of that date, and upon completion of project execution.

D. Project costs and financing

- 3.18 It is estimated that the total cost of the project will be equivalent to US\$1.7 million. The Bank will finance US\$1.5 million in the form of nonreimbursable technical-cooperation funding, in Argentine currency from the Fund for Special Operations (FSO). REDUC will cover the remainder of the cost, i.e., US\$200,000. Following is a summary of costs and financing:

**BUDGET  
(US\$)**

<b>CATEGORY</b>	<b>IDB CONTRIBUTION</b>	<b>REDUC CONTRIBUTION</b>	<b>TOTAL</b>
1. Migration of data bases to Internet and CD-ROM	332,000	30,000	362,000
Consulting services	271,000		
General support	61,000	30,000	
2. Internet connections for centers	105,000		105,000
General support	35,000		
Equipment	70,000		
3. Workshops on use of Internet, CD-ROM, and data bases	62,000	30,000	92,000
Consulting services	18,000		
General support	10,000	30,000	
Travel and per diems	34,000		
4. Technical assistance for centers	136,000	28,000	164,000
Consulting services	116,000		
General support		28,000	
Travel and per diems	20,000		
5. Courses for policy analysts	207,000		207,000
Consulting services	27,000		
General support	19,000		
Travel and per diems	161,000		
6. Inter-center horizontal cooperation	324,000		324,000
Consulting services	300,000		
General support	24,000		
7. Management and overhead	149,000	75,000	224,000
General support	149,000	30,000	
Travel and per diems		45,000	
8. Evaluation and audit	35,000	17,000	52,000
Consulting services	35,000		
Travel and per diems		17,000	
9. Contingencies	150,000	20,000	170,000
<b>Total</b>	<b>1,500,000</b>	<b>200,000</b>	<b>1,700,000</b>
<b>% Share</b>	<b>88.2</b>	<b>11.8</b>	<b>100.0</b>

#### IV. BENEFITS AND RISKS

- 4.1 The project would help improve educational policies in the region, bearing in mind that the quality of such policies depends on the timely availability of suitable information, personnel who know how to use it adequately, and the existence of an institutional research and analysis capability. Making the information stored in REDUC available on the Internet and on CD-ROM would greatly facilitate access to a wealth of excellent information on education; the Internet users workshops and the course for policy analysts would help disseminate the skills necessary to obtain and make proper use of relevant information and to continue training the type of specialists that are needed in order to improve policy formulation and implementation in this field; inter-center horizontal cooperation would enhance the ability of institutions in the region to conduct rigorous educational research in order to help strengthen the capacity of centers in countries where resources are scarce.
- 4.2 The only significant risk that is foreseen would be that there might be some lack of coordination between the activities of this project and those of other related projects in the region, and that there might be some overlapping of responsibilities among the different components of REDUC. In order to minimize these risks as much as possible, an agreement on coordination of execution-related activities will have to be signed with PREAL; this would be a prerequisite for the first disbursement of resources under this cooperation, as would the inclusion of the directors of PREAL and CIDE on the CDC for this project.

#### V. EVALUATION

- 5.1 Upon completion of project execution, an independent specialist hired directly by the Bank will conduct an evaluation of the operation. Resources for this evaluation are included in the project budget.



## LIST OF REDUC CENTERS

### ARGENTINA

#### Catholic University of Córdoba (associate center)

- Universidad del Norte Santo Tomás de Aquino
- Ministry of Education and Culture of the Province of Córdoba
- Department of Education of the Province of Mendoza
- Ministry of Education of the Province of Catamarca
- Ministry of Education of the Province of Chubut
- Ministry of Education of the Province of Chaco
- National University of Rio Cuarto
- Center for Educational Information and Documentation of Misiones

#### Center for Research and Educational and Social Promotion (Associate Center)

- Ministry of Education and Culture of Argentina

### BOLIVIA

#### Centro Boliviano de Investigación y Acción Educativas (Associate Center)

- Ministry of Development. National Secretariat of Education
- University of San Simón. Research Institute of the School of Humanities and Sciences

### BRAZIL

#### Carlos Chagas Foundation (Associate Center)

- Instituto Nacional de Estudos e Pesquisas Educacionais
- Federal University of Rio Grande do Norte
- Federal University of Goias, Central Library
- Fundação Universidade Federal de M.S., Central Library
- Federal University of Santa Catarina, Center for Education Sciences
- Federal University of Minas Gerais, School of Education
- Federal University of Rio de Janeiro

### CHILE

#### Centro de Investigación y Desarrollo de la Educación (Associate Center)

- Ministry of Education
- Academy of Christian Humanism
- Center for Pedagogical Research and Development
- Municipality of Paine

**COLOMBIA**

**Universidad Pedagógica Nacional, Research Center (Associate Center)**

- Industrial University of Santander
- University of Antioquia
- University of Valle
- Ministry of Education

**COSTA RICA**

**Ministry of Public Education. Center for Educational Documentation and Information (Associate Center)**

- State Distance-learning University

**DOMINICAN REPUBLIC**

**Universidad Católica Madre y Maestra, Center for Educational Documentation and Information (Associate Center)**

- Secretariat of State, Fine Arts and Worship

**EL SALVADOR**

**Universidad Centroamericana "José Simeón Cañas" (Associate Center)**

- Ministry of Education of the Republic of El Salvador

**GUATEMALA**

**Guatemalan Center for Research and Documentation (Associate Center)**

- Ministry of Education

**HONDURAS**

**Escuela Superior del Profesorado "Francisco Morazán" (Associate Center)**

- Secretariat of Public Education

**MEXICO**

**Center for Educational Studies (Associate Center)**

- Directorate of Higher Education and Research
- Department of Educational Research
- Institute of Psychology and Education
- Department of Human Development and Information Center
- Education Institute of Aguascalientes
- Dirección General de Educación Normal y Actualization

**NICARAGUA**

**Ministry of Education (Associate Center)**

- Universidad Nacional Autónoma de Nicaragua  
School of Education Sciences

**PANAMA**

**Instituto Centroamericano de Administración y Supervisión en Educación  
(Associate Center)**

- University of Panama

**PARAGUAY**

**Paraguayan Center for Sociological Studies (Associate Center)**

- Ministry of Education and Worship

**PERU**

**Centro de Estudios y Promoción del Desarrollo (Associate Center)**

- Centro de Investigación y Promoción del Campesinado
- Pontificia Universidad Católica del Perú
- Ministry of Education

**URUGUAY**

**Ministry of Education and Culture (Associate Center)**

- Catholic University of Uruguay

**VENEZUELA**

**Center for Educational Reflection and Planning (Associate Center)**

- Ministry of Education
- Padre Joaquín Training Center
- Program for the Improvement of Preschool and Basic Education of the  
Gobernación de Estado Mérida

## COST OF A RESEARCH PROJECT

The "cost" of a research project is defined as its incremental cost, i.e., the sum of outlays in addition to the normal operating costs of the executing agencies, which need to be made during project execution to achieve the project objectives. It is understood that this cost does not include any of the expenses that these organizations would normally incur in order to continue operating in the absence of the project; in particular, it does not include the regular staff payroll.

### INCREMENTAL COST ITEMS THAT ARE ELIGIBLE FOR FINANCING

The following items will be ELIGIBLE FOR FINANCING with resources from IDB technical-cooperation funding:

1. National Incremental Personnel

Additional personnel hired exclusively in connection with project implementation. Remuneration of personnel hired to replace staff members of the institution who are assigned to the project will be accepted as counterpart expenditures.

2. International Incremental Personnel

The cost of hiring international consultants envisaged for project implementation.

3. In-service training and short courses

In-service training and short courses for personnel participating in the project, provided that they are directly related to project implementation and for a duration of no more than three months.

4. Equipment

Purchase of the equipment for project implementation, as well as leasing of such equipment.

5. Materials

Purchase of materials for project implementation, including software and bibliographical materials.

6. National and international travel

Travel expenses that are necessary in connection with project implementation.

7. Special technical services provided by companies

Contracting for technical services to be provided by firms or companies, as required for project implementation.

8. Other expenditures and inputs

Other incremental inputs and expenditures that are strictly necessary for project implementation.

Bank technical-cooperation funding may not be used to finance the purchase of buildings and land, or for construction and remodeling, general and administrative expenditures of beneficiaries, working capital, purchase of shares, purchase of used goods or rescheduling of loans.

## BAR PROGRAM AND SCHEDULE OF DISBURSEMENTS

### BASIC SCHEDULE OF ACTIVITIES AND OF DISBURSEMENTS FOR THE OPERATION

	6-MONTH EXECUTION PERIODS					
	1	2	3	4	5	6
<b>Subprogram 1</b>						
A. Placing of RAEs on the World Wide Web (RAEs from 1986 to 1996)						
B. Placing of complete texts of works of interest to the region (1986-1997)						
C. Placing of complete texts of national studies (1986-1998)						
D. Internet user workshops						
E. Technical assistance to REDUC Centers						
<b>Subprogram 2</b>						
A. Invitation to submit bids on inter-center horizontal cooperation projects						
B. Awarding of contracts and startup of projects						
C. Implementation of cooperation projects						
D. Courses for educational policy analysts						
<b>Evaluation</b>						

**SCHEDULE OF DISBURSEMENTS (in US dollars)**

ITEMS FROM SUMMARY BUDGET	SEMIANNUAL EXECUTION PERIODS						
	1	2	3	4	5	6	TOTAL
1	77,000	77,000	77,000	77,000	54,000		362,000
2	30,000	30,000	25,000	10,000	10,000		105,000
3		25,000	25,000	25,000	17,000		92,000
4	24,000	35,000	35,000	35,000	35,000		164,000
5			103,000		104,000		207,000
6		40,000	80,000	102,000	102,000		324,000
7	44,000	45,000	45,000	45,000	45,000		224,000
8		5,000		5,000		42,000	52,000
9				81,000	81,000	8,000	170,000
<b>TOTAL</b>	<b>175,000</b>	<b>257,000</b>	<b>390,000</b>	<b>380,000</b>	<b>448,000</b>	<b>50,000</b>	<b>1,700,000</b>

## LOGICAL FRAMEWORK

### Program for the strengthening of REDUC (Phase II)

Objectives	Activities	Expected results/Impact	Assumptions
Access to, and use of, information REDUC	<p>Develop and install a REDUC web site on www, with page links to centers in every country</p> <p>Produce and distribute CD-ROMs</p> <p>Add information and publications available in REDUC centers to web site and CD-ROMs</p> <p>Technical workshops in use of INTERNET, CD-ROMs, and education data bases</p>	<p>Adapting REDUC technology to the requirements of the INTERNET era</p> <p>Providing greater access to information on education in the countries of the region</p> <p>Making more extensive use of information relating to education policy</p> <p>Enhancing REDUC's contribution to more appropriate formulation and implementation of education policy</p>	<p>Need for reforms in the education system whose preparation and implementation require reliable and timely information</p> <p>Growing demand for information services by REDUC centers</p>
Institutional strengthening for REDUC educational research institutions	<p>Courses for education policy analysts</p> <p>All REDUC centers connected to the INTERNET</p> <p>Technical assistance to REDUC centers for technology and institutional upgrading</p>	<p>Increasing technical capacity of REDUC and other centers in the region to formulate appropriate education policy</p> <p>Broadening and strengthening REDUC's function as a research and advisory network</p>	<p>Need for competent centers in the region to carry out research and provide advisory service for education reform and development</p>
Horizontal cooperation between other educational research institutions in the region	<p>Identify research areas that are of relevance and interest to groups from countries participating in horizontal cooperation</p> <p>Bidding on competitive allocation of resources to the best proposals (jointly, in each case, from two or more centers in different countries)</p> <p>Research selected in the bidding conducted</p>	<p>Some REDUC centers assist others with less resources to carry out research in the field of education</p> <p>Strengthening horizontal cooperation between educational research institutions in the region</p> <p>Research completed and added to REDUC store of knowledge</p>	<p>Converging interests on topics of research</p> <p>Possibility that some centers may lack resources</p>



PROPOSED RESOLUTION

REGIONAL. NON REIMBURSABLE TECHNICAL COOPERATION FOR A PROGRAM  
TO STRENGTHEN THE LATIN AMERICAN NETWORK FOR INFORMATION  
AND DOCUMENTATION IN EDUCATION (REDUC -II STAGE)

The Board of Executive Directors

RESOLVES:

1. That the President of the Inter-American Development Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Bank, to enter into such agreements as may be necessary with the Fundación Centro de Investigación y Acción Social (CIAS), and to take such additional measures as may be pertinent for the execution of the plan of operations referred to in Document AT-\_\_\_\_\_ with respect to a non reimbursable technical cooperation for the execution of a program to strengthen the Latin American Network for Information and Documentation in Education (REDUC - II Stage).

2. That up to the equivalent of US\$1,500,000 in argentinian pesos, is authorized for the purposes of this resolution, chargeable to the net income of the Fund for Special Operations.

3. That the above-mentioned sum is to be provided on a non reimbursable basis.